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ABSTRACT

This study examined the relationship between individual elementary school teachers' implementation of an innovation and their participation in school decisions. Specifically, the research defined the innovation as the Instructional Programming Model (IPM), one of seven major components of the broader innovation known as Individually Guided Education (IGE). An understanding was sought of the relationship between teacher implementation of the IPM and the degree and type of teacher decisional involvement. Ten elementary schools, urban and nonurban, all committed to the implementation of IGE, were the subjects of the study. In this report, a description of the design and methodology of the research includes a discussion of the population and sampling frames, instrument development, data collection, and methods for data analysis. While it was determined that there is a relationship between teacher decisional participation and teacher innovativeness in the classroom, it was discovered that, overall, teachers perceived themselves as being in a state of decisional deprivation. This was true for all issues in both technical and managerial domains. The implications of these findings are considered in the light of the generally held assumption that teacher involvement in school decision making will lead to greater acceptance of an innovation and to other outcomes that can be linked to successful change implementation. (JD)

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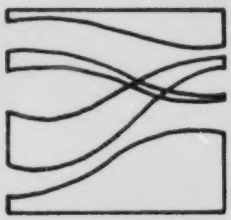

Technical Report No. 530

The Relationship Between Teacher Implementation of an Innovation and Decisional Participation in the Elementary School

by Roberta M. Felker

U.S. DEPARTMENT OF HEALTH
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Wisconsin Research and Development
Center for Individualized Schooling

Technical Report No. 530

THE RELATIONSHIP BETWEEN TEACHER IMPLEMENTATION OF AN INNOVATION AND DECISIONAL PARTICIPATION IN THE ELEMENTARY SCHOOL

by

Roberta M. Felker

Report from the Project on
Studies of Implementation of Individualized Schooling

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December 1979

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ABSTRACT

DECISIONAL PARTICIPATION AND TEACHER

INNOVATIVENESS IN ELEMENTARY SCHOOLS

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Under the supervision of Professors William J. Davis

and Marvin J. Fruth

The major purpose of this research was to examine the relationship between teacher decisional participation and teacher implementation of the Instructional Programming Model (IPM) in Individually Guided Education (IGE) elementary schools. The conceptual and theoretical foundations of the study were based upon selected literature dealing with change theory and participative decision making.

Five hypotheses were developed to test the relationship of teacher decisional participation and teacher innovativeness. The Decisional Participation Inventory (DPI) was developed to measure issue importance, and actual and desired frequency, and extent of teacher decisional involvement. Teacher innovativeness was measured utilizing the Levels of Use of the Innovation (LoU) semi-structured interview technique. Data were gathered on site in ten elementary schools in the state of Wisconsin.

The distribution of the Levels of Use (LoU) data exhibited severely restricted variance which precluded further empirical testing of the change-participation hypotheses. However, a number of salient points were made regarding equilbrium change models, contextual and philosophical parameters of IGE, and the limitations of the positivist research paradigm.

CHAPTER I

INTRODUCTION TO THE STUDY

> . . .after more than two decades of systematic efforts at reform--from the new curriculum materials of the 1960's to more recent federally sponsored innovation projects--recent research (e.g., Goodlad et al., 1970; Berman & McLaughlin, 1976) has revealed that, contrary to numerous claims, little really has changed. We thus are left with the problem of understanding the paradox of how there could be so little change when there seemed to be so much evidence of momentous change" (Boyd, 1979, p. 12).

Pressures upon schools to change in order to meet rapidly shifting societal expectations and tightening administrative budgets have been steadily accelerating over the past decade and show no signs of abatement. In response to these pressures, schools have examined and adopted a large number of innovations (Carlson, 1965; Havelock, 1969; Miles, 1964; Rogers & Shoemaker, 1971).

However, an impressive number of studies of specific innovations in the schools have concluded that anticipated outcomes were not achieved, and educational benefits were minimal (e.g., Berman & McLaughlin, 1976; Gross et al., 1971; Smith & Keith, 1971). Goodlad and Klein's (1970) conclusions regarding their search for instances of educational reform in practice reflect the general state of disillusionment with regard to both the research about and results of educational change:

> A very subjective but nonetheless general impression of those who gathered and those who studied the data was that some of the highly recommended and publicized

> innovations of the past decade or so were dimly conceived and, at best, partially implemented in the schools claiming them. . . . They claimed individualization of instruction, use of a wide range of instructional materials, a sense of purpose, group processes, and inductive or discovery methods when our records showed little or no evidence of them (Goodlad & Klein, 1970, pp. 72-73).

Despite the fact that support for the notion of discrepancy between reported adoption and actual implementation abounds in the literature (e.g., Fullan & Pomfret, 1977; Giacquinta, 1973; Havelock, 1969), implementation analysis has historically not been a primary research focus, to the detriment of policy formulation. Williams and Elmore (1976) point out that the failure to focus on implementation has not only blighted program administration and policy analysis, but "it is possible that past analysis and research that ignored implementation issues may have asked the wrong questions, thereby producing information of little or no use to policy making" (Williams & Elmore, 1976; p. xii). Why is it that promising innovations are introduced into schools only to be "blunted on the classroom door?" What variables and relationships define and delimit successful innovation implementation?

The proliferation of opinions, syntheses, and critiques that have burgeoned around the topics of change, innovation, and knowledge utilization make it difficult to disentangle the many issues discussed in this literature, and to integrate the bits and pieces of extant research knowledge. Examination of several major reviews of the change literature (Fullan & Pomfret, 1977; Giacquinta, 1973;

Human Interaction Research Institute, 1976; Maguire, 1970; Paul, 1977) provides a perspective on the diversity among change theories and the number of variables purported to be related to the successful introduction and implementation of educational innovations.

One variable, however, which all the reviewers highlight as being an oft-studied and potentially key factor in the innovation process is the participation of subordinates in organizational decision making. There is, however, wide discrepancy among the synthesizers regarding the extent, validity, and interpretation of the knowledge base surrounding decisional participation and the innovation process. Havelock (1969, pp. 5-19), for example, concluded from his review that "one of the most effective techniques to predispose receivers to accept an innovation is to involve the recipients in the diffusion-adoption process." Paul (1977, p. 44) indicated basic agreement with Havelock by asserting that "widespread participation of staff. . .will help to create commitment to and identification with a change effort." However, Giacquinta (1973) and Gross et al. (1971) argued that in spite of the widespread enthusiasm for the strategy of involving subordinates in the innovation process, little can be said about the effects of participation strategies and, in fact, a paucity of research evidence exists to support the credibility of this proposition.

Participation is obviously a complex, multidimensional product of human interaction within a specific innovation context. Each

of these contexts reflects a set of social-theoretical values, assumptions about people and organizations, and goals which participation is to serve. It is therefore necessary that research be conducted which begins to make explicit the values, assumptions, and goals underlying the unique status of the participation phenomenon in schools. Through such research, the apparent contradictions and theoretical divergence reflected in the participation--innovation literature can begin to be integrated, and sound principles can be derived to guide administrative action.

This study was conducted in conjunction with the project on Studies of the Implementation of Individualized Schooling at the Wisconsin Research and Development Center for Individualized Schooling. The research presented here utilized a combination of field methodology and quantitative instrumentation to investigate and relate the participation and innovation phenomena.

This chapter includes a statement of the problem, and a review of the literature which provides the theoretical foundations of the research. This is followed by the significance of the study; the concluding section provides an overview of the study.

Statement of the Problem

The purpose of this study was to examine the relationship between individual elementary school teachers' implementation of an innovation and their participation in school decisions. Specifically, the research defined the innovation as the Instructional Programming

Model (IPM), one of seven major components of the broader innovation known as Individually Guided Education (IGE). The study sought to understand the relationship between teacher implementation of the IPM and the degree and type of teacher decisional involvement by addressing the following research questions:

1. Is there a relationship between the perceived actual frequency and extent of an individual teacher's participation in school decisions and his or her level of innovativeness in the classroom?
2. Is there a relationship between the discrepancy of an individual teacher's desired and perceived actual participation in school decisions and level of innovativeness in the classroom?
3. Is there a relationship between the type of decisional issues on which an individual teacher participates (as defined by Parson's technical-managerial-institutional taxonomy) and his or her level of innovativeness in the classroom?
4. Is there a relationship between teacher ratings of the importance of the decisional issue on which he or she participates and his or her level of innovativeness in the classroom?

The study also explored the ancillary question:

Are the levels of teacher innovativeness and decisional participation related to:

a. urban or nonurban location;

b. teacher degree status;

c. hours of inservice training related to the innovation;

d. teacher experience (number of years with the innovation)?

The following literature review describes the theoretical constructs used to establish the analytical framework for the investigation of these research questions.

Review of the Literature

The literature review is intended to accomplish three purposes: first, it provides a conceptual framework within which to view the participation phenomenon and indicates the current state of knowledge with regard to participation in school settings; second, it establishes a perspective on what is purportedly known about the process by which innovations are adopted, and the role of participation in this process; and third, it establishes the theoretical framework for subsequent data analysis.

The review begins with an overview of four major theory orientations to participative decision making in terms of their basic assumptions about human nature, and the context and characteristics of the participatory phenomenon. These theory orientations provide a conceptual framework within which to view six models of educational change, the second strand of literature

reviewed. The review concludes with an integration of the change and participative decision-making frameworks.

Participative Decision Making (PDM)

The process of decision making is central to both organizational administration (Lipham, 1974) and to the planned change process; the proliferation of constructs, phases and models provide evidence of the interest and importance historically assigned to this administrative function. The parameters and definitions of the decision-making phenomenon, however, have varied both with the time and the theorist. Traditionally, administrators have used their authority to make policy decisions, and subordinates have carried out those decisions. More recently, however, the increasing contribution of the behavioral sciences to managerial thought has coincided with a concern on the part of organizational theorists (e.g., Argyris, 1964; Etzioni, 1964; Getzels & Guba, 1957; March & Simon, 1958) with the involvement of subordinates in organizational decision making. As a result of these concerns, the concept of subordinate participation has emerged as a basic tenet of organizational management and as a focal point of interest among scholars, researchers, and practitioners in the field of administration.

Despite the expanding body of research, speculation, and even impassioned oratory which characterize the participation literature, the divergent, fragmented nature of this literature has

led a number of researchers to conclude that very little is known about the participation phenomenon in any systematic sense (Dachler & Wilpert, 1978; Greenberg, 1975; Lowin, 1968). To this effect, Dachler and Wilpert (1978) commented:

> This (participation) literature embraces both vigorous discussions on the social policy implications of participation as well as mounting social science research on the phenomenon of participation. It has become increasingly difficult, however, to disentangle the many and often contradictory issues which are discussed in this literature. No clear set of questions, let alone a set of answers, which begin to define the nature of the participation phenomenon are discernable (Dachler & Wilpert, 1978, p. 1).

Given the bewildering array of participative schemes and orientations, it becomes necessary to provide some organizing framework through which to explicate and, optimally, integrate our understanding of the dimensions and interdependencies of the participation literature. Greenberg (1975) and Dachler and Wilpert (1978) distinguish among four major theory orientations as the origin for issues of participation in decision making:

Dachler & Wilpert (1978)		Greenberg (1975)
1. Democratic Theory	→	Democratic Theory
2. Socialistic Theory	→	Participatory Left Theory
3. Human Growth & Development Theory	→	Humanistic Psychology Theory
4. Productivity or Efficiency Theory	→	Management School Theory

Each of these theoretical traditions is explored here through the application and discussion of four questions:

1. What are the basic assumptions made about human nature and social institutions that have given rise to the concern with the issues of participation?
2. What is the context in which participation will occur?
3. What are the characteristics of participatory arrangements in organizations?
4. What are the societal outcomes to be expected and derived from participation?

Since the focus selected for the change implementation process is an individual one, it is logical to also look at the predicted attitudinal and behavioral consequences of participation for the individual worker. These questions, then, provide the framework for the following discussion.

Democratic Theory

Historically, participatory democracy referred to a system of governance and a way of life in which ordinary individuals acted to direct all aspects of their collective life. At the heart of traditional democratic theory is a faith in the capacity of human beings to govern themselves wisely and collectively:

> The foundation of democracy is faith in the capacities of human nature; faith in human intelligence and in the power of pooled and cooperative experience. It is not believed that these things are complete but that if

> given a chance they will grow and be able to generate progressively the knowledge and wisdom needed to guide collective action (Dewey, 1927, p. 211).

This assumption that the democratic process educates and develops the individual implies that the process must function pervasively, in all social and political organizations including the family and the school. In the name of "hardnosed, scientific objectivity" (Greenberg, 1975, p. 198), many analysts (e.g., Dahl, 1956; Eckstein, 1966; Bachrach, 1967) have branded traditional democratic assumptions as naive and unfounded, particularly in a world where people are frequently proven apathetic, irrational, and profoundly influenced by the power of mass technology. These controversies are also reflected in the debates about the nature of the participatory phenomenon: traditional democratic theory advocates broad and direct participation of all members of a given social system; critics of this model favor less intensive, more representative participatory schemes.

The societal outcomes anticipated by proponents of participation within the democratic tradition grow in part from the values which are emphasized, i.e., a closer approach to the value of a free, democratic and stable society. Participation, then, also becomes the means by which individuals, practicing the arts of self-direction, cooperation, and social responsibility, free and challenge their capacities to become whole, integrated persons.

Socialistic Theory (The Participatory Left)

The Marxist roots of the socialist tradition, particularly the decentralist, participatory strain, refer to the alienation of people under the economic system of capitalism wherein these persons are separated from their "essence" as free, creative human beings. A central assumption of the socialist literature is the potential of people to actively transform the workplace through socialist revolution, and ultimately to control it. It is argued that participation contributes to both the increase in control of the production process and to the education and development of the workers needed to carry out the duties originally the domain of managers (Vranicki, 1965).

Contextual variables which affect the extent and timing of social change are frequently discussed in the literature on socialism. Contextual constraints such as the existing capitalistic conditions and value frameworks (Gary, 1973) underline the importance of developing class consciousness and confidence through worker participation in decision making. They are also reflected in the debates regarding the participation format, i.e., whether participation should be "imposed on workers, granted to them, or whether participation should originate from the workers themselves as a result of political processes" (Dachler & Wilpert, 1978, p. 6).

The basic model for socialist participatory systems is the workers' council. In these institutions of self-education, workers

would a) acquire skills, responsibilities, and confidence in themselves as a class; b) acquire the mind set of active procuers as opposed to passive wage earners; c) be able, through a responsive, responsible legislative and executive body, "both to build revolutionary consciousness and to prevent bureaucratic centralism" (Greenberg, 1975, p. 203).

The socialistic view of participation looks toward outcomes which encompass a revolutionary change in the total societal system for the purpose of creating a proletariat culture superior to bourgeois culture. The individual worker within this culture would benefit through the development of a more healthy, self-confident personality, the enhancement of production skills, and a radicalization demonstrated through a growing desire and ability for worker participation.

Human Growth and Development Theory (Humanistic Psychology)

Yet another source of support for participatory reforms at the workplace comes from a group of sociologists and psychologists (e.g., McGregor, 1960; Argyris, 1964; Likert, 1967) who see a fundamental incongruity between the two sets of human and organizational requirements. These theorists have discussed participation as one of several means for reorganizing the work setting and thus for overcoming the debilitating effects of the traditional organizations on their members. The theories assume that human beings possess basic hereditary needs arranged in a hierarchy which culminate in a

need for self-actualization or growth (Maslow, 1954). Proponents of these humanistic theories point out that existing organizations, in their search for rationality and efficiency, have borrowed from the Weberian Model and stressed work specialization and fragmentation, repetitive tasks, a unified chain of command, and close supervision. Since "immature" behavior is rewarded, workers often act that way, so often, in fact, that personality development and the satisfaction of higher order needs are impeded. Moreover, some individuals in this type of organizational context will respond with adaptations (e.g., resentment, absenteeism) which are clearly detrimental to the goals of the organization itself. Consequently, theorists argue for reorganizing the work setting with strategies such as job enrichment, employment-oriented supervision, and participation.

Dachler and Wilpert (1978, p. 8) commented that "it has never been clear what characteristics participatory social arrangements have (or should have) according to theories of human growth and development." They attributed this lack of clarity primarily to the diverse meanings assigned to participation and to the equally diverse participatory structures and processes which have resulted. It does appear, however, that this literature base has essentially restricted participatory arrangements to issues surrounding the work itself, rather than including the broader range of organizational issues in the participatory decision-making system. Furthermore, the concept

of participation is extended to include such processes as joint ownership of organizational change programs and the sharing of ideas, feelings, and other resources.

According to the human growth and development theories, individual independence, maturity, and self-esteem are closely correlated with organizational efficiency, stability, and productivity. Participation is seen as one means, among others, to achieving these goals.

Productivity or Efficiency Theory (The Management School)

In contrast to the theoretical orientations discussed above in which organizational productivity and efficiency are but two of a number of important objectives, productivity, and efficiency constitute the primary focus of this orientation. Labor discontent, unhappiness and turmoil cause serious problems for American business in the form of absenteeism, lowered productivity, and hence, lowered profits. Management theorists and business leaders have looked to a variety of techniques--including various types of participation--as a solution to these labor problems. Participatory schemes have been reported to yield significant improvements in a number of prized organizational outcomes including: general morale and satisfaction (Morse & Reimer, 1956); group cohesion and commitment toward issues on which people are allowed to participate (Coch & French, 1948); and productivity (Coch & French, 1948; Morse & Reimer, 1956).

Whether or not participation brings about these prized organizational outcomes has also been thought to depend, at least in part, on the context. Following this line of reasoning, participation can be expected to increase effectiveness if, for example, a) the issues around which participation occurs are important to the individuals involved (Yukl, 1971); and b) meaningful, positive outcomes can in fact result from effective performance (Blumberg, 1969; Lowin, 1968). In the final analysis, however, the productivity and efficiency orientation is, citing Greenberg's (1975) succinct commentary, "expedient rather than humanitarian" (Greenberg, 1975, p. 194). While there exists a diversity of participatory arrangements, it is clear that these management-supported participatory reforms are limited in intensity and restricted in scope so as to present no real challenge to the basic decisional prerogatives (i.e., power) of the management. It is hoped that workers' participation will result in decreased absenteeism and in increased morale and identification with organizational goals while maintaining the stability and efficiency of the current social and economic order. "No alteration in the basic relationship between labor and management is intended; participation is merely the latest in a series of reforms stretching from human relations to job enrichments" (Greenberg, 1975, p. 194).

PDM in Educational Contexts

These same questions can be applied, albeit with a slightly different perspective, to the phenomenon of participation as it exists in educational settings. By so doing, the values and goals which participation is to serve in schools can be explicated, and the societal context and assumptions can be investigated toward the development of a more integrated analytical framework for the study of participation in education. The following discussion, then, focuses on:

1. The basic assumptions made about teachers and schools that give rise to the concern with issues of participation;
2. The context of the school as a setting for participation;
3. The characteristics of participatory arrangements in schools; and
4. The organizational and individual outcomes which may be expected to be derived from teacher participation.

Four trends or factors can be identified which have given rise to the concern with the re-evaluation of the traditional leadership roles in schools. Each of these forces has exerted pressure to change the leadership role of the school principal from an autocratic style to a more participatory style.

Foremost among the forces pressing for change has been the national trend in what has been popularly termed "teacher militancy" (Ambrosie & Heller, 1972). Whereas teacher strikes and administrative sanctions were relatively unheard of a short time ago, they have been occurring with increasing frequency in the last few years. Teachers seem to be adopting a new role that has evolved from passive acquiesence to militant assertion, and, as Ambrosie and Heller (1972, p. 6) remark, "one particularly important consideration, current to teacher grievances, appears to be the need for increased participation in the development of policy in areas directly affecting their work lives."

The development of teacher professionalism constitutes a second force which has pressured for change in the leadership and decision-making structures of the schools. A number of factors appear to have contributed to this professionalism: a) the teaching profession as a whole is becoming younger and larger in number; and b) turnover in the profession in general has decreased (Kindred et al., 1976). These authors state that factors such as these have led to greater career commitment on the part of classroom teachers, who have consequently been less willing to merely follow administrative mandate and have wanted to become more involved in their own careers and in the decisions affecting the students they teach. Sergiovanni and Starratt (1971) summed up the situation:

> Perhaps the major administrative weakness facing schools today is the gap which exists between the growth and development of the human organization (teachers) and the growth and development of the structural (administrative) organization. . . . Teachers have outdistanced schools in moving toward knowledge, sophistication, and specialization in terms of their professional and academic training, interests, and performance. As such, they (administrators) are confronted with a large number of professionally oriented employees who are expected to operate and grow in schools which are by and large bureaucratically oriented (Sergiovanni & Starratt, 1971, p. 60).

A third force militating for leadership change has been the development of the school as a complex organization. Today's schools, often the products of mergers and reorganizations, no longer retain either the image or the reality of the small town school where the administrator was simply the head teacher and enjoyed a close comradeship with the other teachers. Rather, schools have increased in size and scope and greater program specialization has developed, as evidenced by the increase of teacher specialization in certification and by the increased use of content area supervisors. As a result of this increasing complexity and diversification of the teaching and educational program structure, the educational leader no longer has to (or can) know all the answers related to the educational process. Therefore, as Beaubier and Thayer (1973) stated:

> with the technological and societal change it is. . . essential that participative management be utilized. . . and greater utilization of decentralization of decision making will be required to promote needed change in education (Beaubier & Thayer, 1973, p. 3).

A fourth force pressuring for teacher decisional participation has been the humanistic influence in education. Halst (1973) confirmed that "the humanist influence suggests that people not only are involved in their own destiny but can and must be involved in a manner more consistent with human nature" (Halst, 1973, p. 168). The school, like any other organization, should no longer be viewed as the analogue to the factory but, rather, "education is a people business, and, therefore, how people relate to each other is very important to the success of the operation of school programs. . . ." (Slezak, 1975, p. 22). Success of the school program has thus been purported to be dependent upon satisfying the needs of the teachers, and "participation in the decision-making process may be perceived of as one method of satisfying individual worker needs" (Ambrosie & Heller, 1972, p. 7).

The involvement of teachers in the decision-making process is not only a right demanded by the teachers themselves but a strategy advocated by a number of researchers as resulting in a number of prized organizational outcomes. Better decisions (Piper, 1974); and satisfaction with the profession of teaching (Schmuck et. al., 1972; Hoy & Miskel, 1978) as well as other benefits such as increased commitment have been accrued to the phenomenon of participative decision making.

However, even though research has reported positive benefits related to increased teacher participation in school decisions,

other studies have shown that the characteristics of successful participatory arrangements in schools are mediated by both the type or domain of the decisional issue and the importance of the decisional issue involved. The literature suggests that teachers do not want to be involved in every decision; in fact, involvement in decisions which are not considered important can produce negative results (Yukl, 1971; Bridges, 1967).

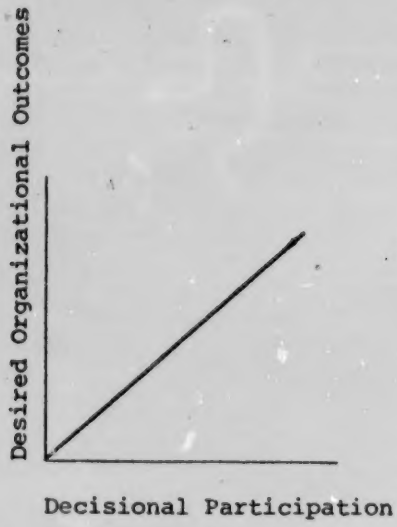
In one such study, Inkpen et al. (1975) compared teachers' actual and desired levels of participation in five different areas including curriculum planning and adaptation, classroom management, arrangement of the school instructional program, general school organization, and building construction. They found that the desire for participation is differential, i.e., the type or content area of the decision being made may influence the level of participation desired by teachers.

A useful extension of the contingency concept of participation as proposed by Vroom (1959) and Yukl (1971) and tested by Inkpen et al. (1975) and others is the discrepancy concept proposed and utilized by Alutto and Belasco (1972). The discrepancy hypothesis is based on the assumption that there exists a "continuum of participation typified by the following three conditions: a) decisional deprivation--actual participation in fewer decisions than desired; b) decisional equilibrium--actual participation in as many decisions as desired; and c) decisional saturation--actual participation in

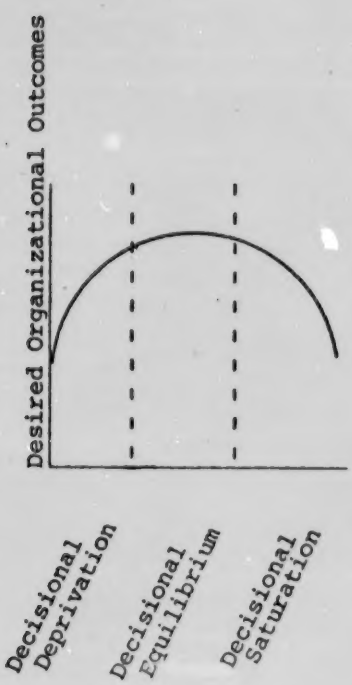
a greater number of decisions than desired (Alutto & Belasco, 1972, p. 113). In this context, participation is viewed as a range of behavior from giving an opinion to implementing and evaluating a decision. Alutto and Belasco argued that optimum participation is determined by measuring the discrepancy between the desired and actual rates of participation rather than the absolute rate of participation. Results of their study indicated that desire for participation is not equally and widely distributed throughout the school organization, and that these differing rates of desired decisional participation mediate the effectiveness of increased opportunities for teacher participation.

Conway (1976) utilized an adaptation of the Alutto and Belasco (1972) instrument to further test the linearity between teachers' participation in decision making and their perceptions of schools as organizations. His findings supported Alutto and Belasco's (1972) decisional typology by indicating that desired outcomes increase until the perceived actual and desired levels of participation are equal, and decrease thereafter. Put differently, the Alutto and Belasco (1972) and Conway (1976) hypothesis argued for a curvilinear rather than a linear relationship between teacher decisional participation and desired organizational outcomes (see Figure 1.1).

Mohrman et al. (1978) extended and refined the earlier work of Alutto and Belasco (1972) by utilizing Parsonian theory (Parsons, 1960) to suggest that organizations consist of fundamen-



LINEAR MODEL



CURVILINEAR MODEL

Figure 1.1. Models Depicting Linear and Curvilinear Relationships Between Decisional Participation and Desired Organizational Outcomes.

tally different subsystems or levels, and that "participation in decision making by organizational members may be differentially appropriate depending on the organizational subsystem presenting the decisional situation" (Mohrman et al., 1978, p. 15). Mohrman et al. (1978) preserved the continuity of the Alutto and Belasco (1972) research by maintaining that teachers' desire to participate in decision making is not evenly distributed throughout the organization; more specifically, they argued that teachers would desire and experience more participation in decisions at the technical level than at the managerial and/or institutional levels.

As identified by Davis (1978), a major weakness of the Alutto and Belasco (1972), Conway (1976), and Mohrman et al. (1978) research was their failure to measure subordinates' extent of participation as well as their frequency of participation in the decision-making process. Davis' (1978) study included measures of both actual and desired frequency and extent of participation, and he found that the combined scores of actual frequency and actual extent of involvement explained more of the variance in teacher job satisfaction than either measure taken singly.

Since this study focused on schools that claim to be implementors of Individually Guided Education (IGE), and since "shared decision making is a basic distinguishing characteristic of the IGE multiunit school" (Lipham & Fruth, 1976, p. 35), research regarding the participatory decision-making phenomenon particular to IGE ele-

mentary schools is of specific contextual interest. The major purpose of the Wright (1976) study was to develop instrumentation to measure the discrepancy between teachers' present, or real, involvement in the decision-making process and their desired, or ideal involvement. Wright found that teachers in IGE elementary schools perceived themselves to have moderately high involvement in the process of making potent decisions of unit scope; some involvement in decisions of schoolwide scope; and little involvement in the process of decision making at the extra-school scope. In addition, his research revealed that teachers desired greater involvement in the decision-making process, especially decisions of schoolwide and extra-school scope than they were presently experiencing.

Feldman (1976) examined the relationship between teachers' involvement in and satisfaction with the decision-making process in IGE elementary schools and their job satisfaction. In contrast to Wright (1976), Feldman's research supported the hypothesis that the higher the level of decisional involvement, the higher the degree of job satisfaction. He also found that teachers' satisfaction with their participation in the decision-making process was significantly and positively related to their overall job satisfaction.

Holmquist's (1976) study was designed to investigate and describe decision making in IGE elementary schools. He found that

the decision-making process consisted of four identifiable steps: a) problem articulation; b) alternative posing; c) alternative weighting; and d) choice.

In addition, Kawleski (1977) and Moyle (1977) investigated the functions, processes, and relationships of shared decision making in the Instructional Improvement Committees (IIC) and Instruction and Research (I&R) Units in IGE elementary schools. In general, there was considerable satisfaction with the manner in which decisions were made by the IIC (Moyle, 1977). In some IIC's, however, the total interactive process was viewed as too time consuming (Kawleski, 1977), and the principal was viewed as either making too many decisions unilaterally or attempting too strongly to influence decision outcomes (Moyle, 1977).

The literature on participative decision making suggests that user participation is a commonly cited and potentially critical variable in successful innovation implementation. However, the range of potential roles, contexts, and types of participation is determined to a large degree by the models or theories that are utilized to guide the process of inquiry. The following discussion focuses on six models of the educational change process in order to provide theoretical clarification of the dimensions of participation within these orientations.

Change

A smorgasbord of models and perspectives have been proffered which describe or prescribe perceptions of the process of change in individuals, organizations, and systems. Sieber (1974), a long-time participant in and observer of educational change has commented:

> In approaching the field of knowledge utilization in education, one soon encounters a bewildering array of so-called models and strategies. Here is one area of educational interest wherein conceptual schemes are as numerous as the schemes of the medieval scholastics, and in my opinion, almost as useless (Sieber, 1974, p. 61).

Since there exists no single, coherent body of organizational change theory that can serve as the basis for analysis, it appears reasonable to choose from the multiplicity of theories a finite number of models that can be used to examine the change--participation relationship. The following four models are selected as widely disseminated perspectives which are presented to highlight the diversity in assumptions and values undergirding various conceptions of the change process. In addition, since IGE is the innovation under focus, the IGE change model is discussed, along with the Concerns Based Adoption Model (CBAM) which provided the structure for data collection. As Graham Allison argued, "What we see and judge to be important. . .depends not only on the evidence but also on the 'conceptual lenses' through which we look at the evidence" (Allison, 1971, p. 2). The explication of these models or conceptual lenses provides a framework for data analysis, and for concep-

tualizing the change process from a critical, multidimensional perspective.

Problem-Solving Model

The problem-solving model depicts a sequence of patterned activities that begins with user awareness of a problem and extends to search, selection, and trial of an innovation assumably designed to assist the user in solving the problem.

In Havelock's (1971) words:

> Problem solving is usually seen as a patterned sequence of activities beginning with a need, sensed and articulated by the client, which is translated into a problem statement and diagnosis. . .the client-user is then able to conduct a meaningful search and retrieval of ideas and information which can then be used in formulating or selecting the innovation. Finally, the user needs to concern himself with adopting the innovation, trying it out and evaluating its effectiveness in satisfying his original need (Havelock, 1971, p. 2).

Early developers and proponents of the problem-solving model include Bennis, Benne, and Chin (1969); and Lippitt, Watson, and Westley (1958). Lippitt, Watson, and Westley (1958) expanded Lewin's (1952) three-stage process of unfreezing, moving, and freezing to include the following seven phases which they identified as characterizing the change process:

Phase 1: The development of a need for change, including an awareness of a specific problem, a desire for change among the members of the system, and the act of seeking outside assistance.

Phase 2: The establishment of a change relationship involving open communication channels and a mutual feeling of trust and understanding.

Phase 3: The diagnosis of the change problem, subsuming data gathering, data analysis, and the reinterpretation of the client's problem in light of the new available information.

Phase 4: The examination of alternative routes and goals and the determination of a course of action.

Phase 5. The transformation of intentions into actual change efforts involving the full adoption of the innovation by the organization or individuals.

Phase 6: The generalization and stabilization of the change which is likely to occur if the change is perceived as meeting the needs of the client system.

Phase 7: The termination of the relationship at which point organization members have optimally gained the requisite skills to systematically solve their own problems.

Thelan (1967) extended the model beyond the stabilization of the client system. He proposed that the change process was not linear and static, but, alternatively, involved a cyclical pattern where

the system was engaged in a continuous cycle of generating, diagnosing, and solving problems. The change relationship which resulted took the form of a "collaborative action-inquiry" between practitioner-clients and research-change agents.

The problem-solving model is, at least in its theoretical formulation, user-centered. It assumes that the origin of the proposed change comes from the user (e.g., teacher) who has the responsibility for identifying the need for the change (see Figure 1.2). It further assumes that the outside resource persons will maintain their role as collaborators in the change process, rather than as initiators, or as proponents of a specific innovation. Fullan (1972), however, raised a number of issues with regard to this purportedly user-centered orientation. First, he commented that the use of a specific problem-solving sequence in response to a specific problem does not necessarily generalize to enable the users to generate a problem-solving sequence in response to a different need, to develop and maintain a problem-solving perspective. Second, there may be a tendency, on the part of both users and resource persons, to focus on specific problems and their immediate solutions to the neglect of broader issues involved in the fundamental structure of the system.

Social Interaction Model

The social interaction orientation, which emerged from the early research on the diffusion of agricultural innovations (Ryan

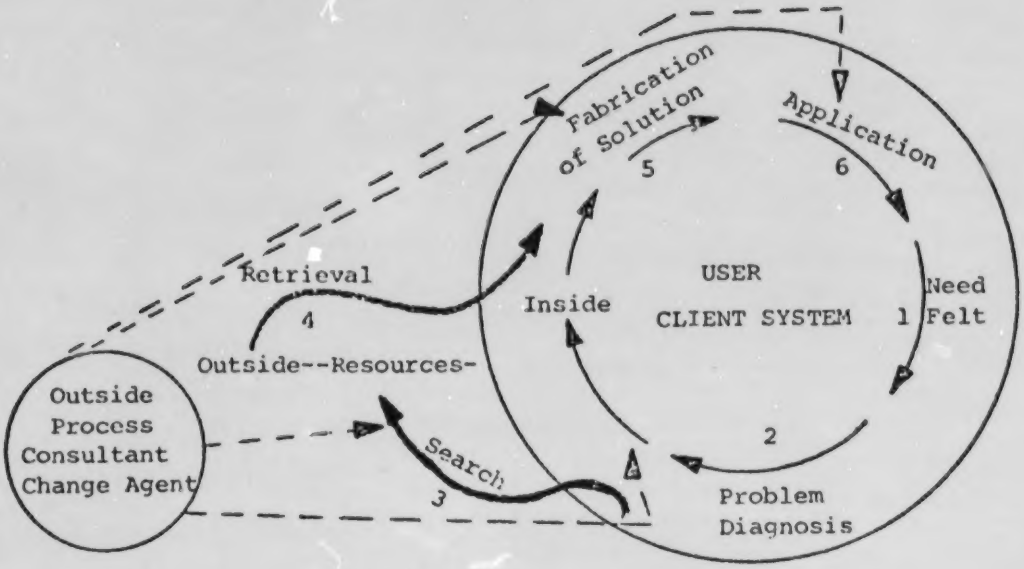


Figure 1.2. Problem-Solving Model.

Source: R. G. Havelock and M. C. Havelock, Training for Change Agents. Ann Arbor, Michigan: Center for Research and Utilization of Scientific Knowledge, Institute for Social Research, the University of Michigan, 1973, p. 9.

& Gross, 1943; Rogers, 1962), is more a strategy illustrating the natural diffusion of innovations through a system than a model of planned change (Fullan, 1972). The social interaction orientation, which is shown in Figure 1.3, is empirically based rather than theoretical, and the body of research associated with it supports a number of generalizations about the innovation diffusion process:

1. that the individual user or adopter belongs to a network of social relations which largely influence his adoption behavior;
2. that his place in the network. . .is a good predictor of his rate of acceptance of new ideas;

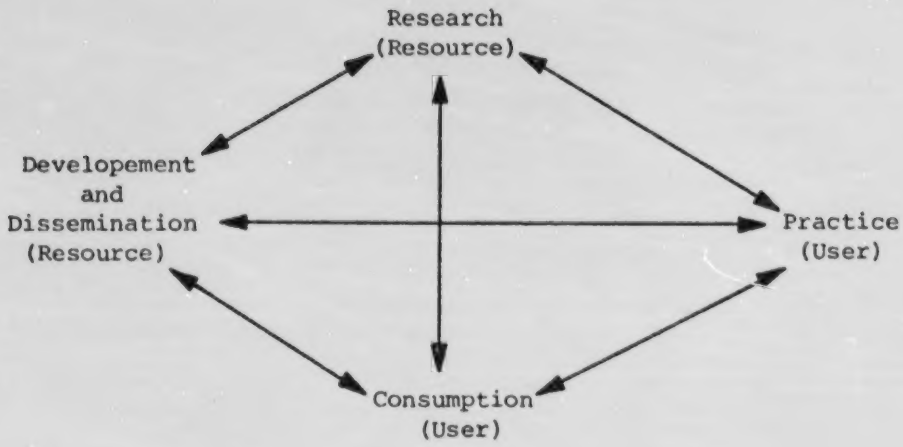


Figure 1.3. Social Interaction Model.

Course: G. Zaltman, D. Florio, and L. Sikorski. Dynamic Educational Change. New York: Free Press, 1977, p. 159.

3. that informal personal contact is a vital part of the influence and adoption process;
4. that group membership and reference group identifications are major predictors of individual adoption

(Havelock, 1971, p. 10).

The early work of Rogers (Rogers, 1962; Rogers & Shoemaker, 1971) is associated with the development and refinement of this model. His traditional view of the adoption process was postulated by a committee of rural sociologists in 1955 as consisting of five stages ranging from awareness through adoption. Criticisms of the five-stage adoption model resulted in the present conceptualization of four functions or stages.

Stage 1: Knowledge, in which the individual is exposed to the innovation's existence and gains some understanding of how it functions.
Stage 2: Persuasion, in which the individual forms a favorable or unfavorable attitude toward the innovation.
Stage 3: Decision, in which the individual engages in activities which lead to a choice to adopt or reject the innovation.
Stage 4: Confirmation, in which the individual seeks reinforcement for the innovation-decision he has made, but he may reverse his previous decision if exposed to conflicting messages about the innovation
(Rogers & Shoemaker, 1971, p. 103).

As explained by Zaltman et al. (1977), the social interaction process is a loose association among researchers, practitioners, users, and disseminators. Communication among all parties is informal and at least potentially multidimensional. Problems and needs may be identified by users and researchers interacting together. Similarly, solutions may be developed and disseminated through informal interactions. Membership in common reference groups and associations may facilitate the interaction of researchers and practitioners.

Although a number of recent educational studies (e.g., Carlson, 1965; LaMar, 1966; Brown, 1974; Rogers et al., 1975) have been based on the social interaction model, its applicability to education has been questioned on a number of grounds (Fullan, 1972; Baldridge, 1974; Havelock, 1969; McLaughlin, 1976). First, the focus of the social interaction model during its early development was on farms and farmers--it is tenuous at best to extrapolate to today's educational system and staff. Second, the focus is on the

innovation, not the user. In most cases, the innovation of interest has been "concrete" items such as a new fertilizer, a new kind of seed, or a new drug; educational innovations are often less visible, and their "success" is much less easily evaluated. Third, the model focuses on the awareness and adoption stages of the change process to the minimization of the implementation stage. Finally, the dependent variable is usually the decision to adopt; problems of use and consequences of the change are neglected.

Research, Development, and Diffusion Model (RD&D)

Havelock (1971) described the main characteristics of the Research, Development, and Diffusion (RD&D) model in these terms:

> First, it assumes that there should be a rational sequence in the evolution and application of an innovation. This sequence should include research, development, and packaging before mass dissemination takes place. Second, it assumes that there has to be planning usually on a massive scale over a long time span. Third, it assumes that there has to be a division and coordination of labor. . . . Fourth, it makes the assumption of a more or less passive but rational consumer who will accept and adopt the innovation if it is offered to him at the right time and in the right form. Fifth. . .the proponents. . .are willing to accept the fact of high initial development cost prior to any dissemination activity because of the anticipated long-term benefits in efficiency and quality of the innovation and its suitability for mass audience dissemination (Havelock, 1971, p. 10).

This model, based on the work of Clark and Guba (1965; 1972) and House et al. (1972) is taken from more traditional R & D efforts, and can be conceptualized as in Figure 1.4. It emphasizes the perspective of the developer of the innovation, and casts the user

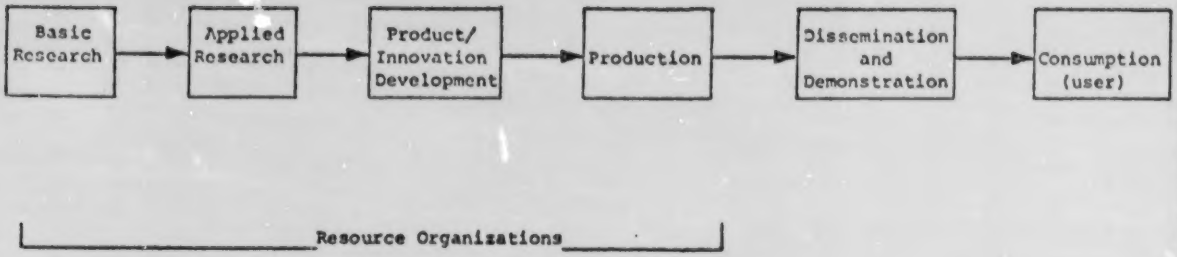


Figure 1.4. Research, Development, and Diffusion (RD&D) Model.

Source: Zaltman, G.; Florio, D.; and Sikorski, L. Dynamic Educational Change. New York: Free Press, 1977.

in the largely passive role of adopting an innovation developed outside the user system to satisfy a need identified outside the user system. The model suggests four sequential phases of the change process:

Phase 1: Research, whose function is to secure knowledge, irrespective of whether it is eventually incorporated into the innovation. Quality, not applicability, is the standard by which the research effort is judged.

Phase 2: Development, which consists of generating, evaluating, and selecting solutions for the problem at hand; and refining the selected innovation in preparation for implementation in the field.

Phase 3: Diffusion, which involves the dissemination and demonstration of the innovation.

Phase 4: Adoption, which was added as it became apparent that many of the diffused changes were not being institutionalized. The adoption stage consists of three components: trial, installation, and institutionalization.

The RD&D model tends to underestimate the stages of diffusion and adoption through its assumption that the enlightened self-interest of the practitioner will lead to the eventual incorporation of the innovation. This assumption that the user is passive, and that most

educational change comes from outside the school elicited the following comment:

> With that perspective, the research and development community may be tempted to huckster particular products, and, in the urgency to sell, they may overlook the need to build problem-solving capacity into the organizations they are selling. Researchers, developers, administrators, and educators have seldom created an innovation environment where alternatives could be considered and options explored (Baldridge & Deal, 1975, p. 6).

In addition, the RD&D model has been the target of criticisms relative to a) the tenuous correlation between a stronger communication link among agencies in the R & D community and higher quality innovations in the schools (Thomas, 1975); b) the assumption that innovations are developed centrally by experts and once tested are disseminated universally to all schools--an assumption which militates against a diversity of educational objectives (Fullan, 1972); and c) the assumption that valid innovations can be more or less readily adopted into a user system, thus minimizing the real complexities associated with major innovations.

The Linkage Model

Havelock (1973) derived the concept of "linkage" in an attempt to synthesize the Problem Solving, Social Interaction, and Research, Development, and Diffusion models, each of which he viewed as "elucidating different but equally important aspects of a total process" (Havelock, 1973, p. 165). The unifying concept used by Havelock to combine the most meritorious features of the

three models was the concept of linkage, i.e., the meaningful relationship between the outside resource system and the users.

The Linkage model, as depicted in Figure 1.5 illustrates the problem solving cycle adopted from that model, and the resource system behavior which approximates that described by the RD&D model. The problem and solution messages represent the communication between the systems (i.e., the linkage) and approximate the formal and informal communications which typify the social interaction model. Paul (1977) summarized the model as involving five indices.

> 1. User Problem Solving and Helping, which focuses on assisting user groups in the development of their problem-solving ability, and on the identification of users to help in dissemination and implementation activities.
> 2. Need Sensing, which focuses on the development of mechanisms for regularly determining user needs, and for transforming these needs into specific problem statements.
> 3. Client-Centered Solution Building, which focuses on doing research and exploring problems at times when these are pertinent and valuable to the user system.
> 4. Solution Processing Channels, which focus on the translation of research findings into understandable language, and matching users with research findings and vice versa.
> 5. Micro-System Building, which focuses on the establishment of structures which facilitate user-researcher interaction and communication
>
> (Paul, 1977, p. 17).

The Linkage model assumes that practitioners function within a user system in which the socio-cultural norms are different from those of the system where new techniques and products are created. Interaction between these two (assumably) incompatible systems is achieved through a collaborative and sensitive linkage relationship.

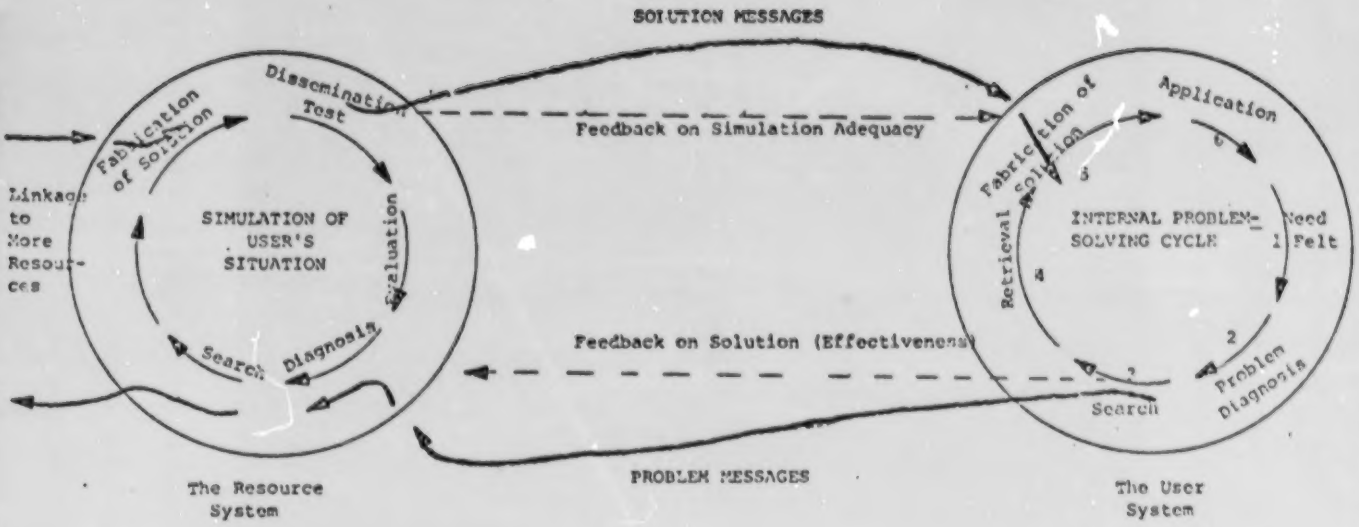


Figure 1.5. Linkage Model

Source: R. G. Havelock and M. C. Havelock, Training for Change Agents. Ann Arbor, Michigan: Center for Research and Utilization of Scientific Knowledge, Institute for Social Research, The University of Michigan, 1973, p. 23.

The linkage strategy, although receiving minimal empirical or descriptive verification (Lipham & Fruth, 1976), has served to focus attention on the concept of linkage as well as on the recognition of organizational variables as predictors of innovation adoption.

Individually Guided Education (IGE) Model

Individually Guided Education (IGE) was developed in 1965 at the University of Wisconsin Research and Development Center for Individualized Schooling to provide:

> A comprehensive system of education and instruction designed to produce higher educational achievements through providing for differences among students in rate of learning, learning styles, and other characteristics (Klausmeier, Quilling, Sorenson, Way, & Glasrud, 1971, p. 17).

To achieve this purpose, a model incorporating seven interrelated components was created (see Figure 1.6). These components consist of a) the multiunit organizational-administrative arrangements; b) instructional programming for the individual student; c) evaluation for educational decision making; d) curricular materials compatible with IGE; e) home-school-community relations; f) facilitative environments for IGE; and g) the continuing research and development necessary to improve IGE (Lipham & Fruth, 1976).

The Wisconsin Research and Development Center was funded to engage in IGE implementation activities in 1971, and a five-phase implementation strategy was developed to provide guidelines for

Figure 1.6. Major Components of Individually Guided Education.

Source: Klausmeier, H. J.; Quilling, M. R.; Sorenson, J. S.; Way, R. S.; and Glasrud, G. W. IGE: Individually Guided Education and the Multiunit SChool: Guidelines for Implementation. Madison, Wisconsin: Wisconsin Research and Development Center for Individualized Schooling, 1971.

the implementation of the IGE innovation. According to Klausmeier et al. (1977), these phases are:

Phase 1: Awareness, in which school district decision makers (including building principals, representative teachers, and district officials) are provided with overview information about the components and merits of IGE, as well as information regarding the procedures and requirements necessary for a school district adoption decision.

Phase 2: Commitment, in which school district administrators as well as parents and other citizens of the attendance area demonstrate understanding of and commitment to the IGE system. At the end of this phase, a decision to adopt or not to adopt IGE is made.

Phase 3: Changeover, in which the school staff is prepared to make the changeover to IGE. First, the principal and unit leaders are identified, receive instruction regarding IGE concepts and practices, and develop first-year implementation plans. Second, the principal and unit leaders, with the help of an implementation agency, instruct their school staff in the IGE philosophy and practicalities, after which the school staff develops and refines specific year-one plans. Third, the staff participates in ongoing first-year staff development while providing instruction that meets the needs of individual students and contributes to attaining the school's instructional objectives.

Phase 4: Refinement, in which the school staff realizes that new understandings and skills are required to refine and improve the teaching process. Through cooperative school-district-state effort, the needs of the school are assessed, and the related consultive assistance, credit courses, and staff development programs are provided.

Phase 5: Renewal, in which individuals and agencies cooperate in the implementation of IGE to identify and resolve unanticipated problems, develop improved ways implementing IGE concepts, and prepare successive IGE personnel to fill IGE roles in various agencies are built into the IGe system

(Klausmeier et al., 1977, pp. 16-20).

This model suggests that as the user (individual school) passes through the phases of the change process, it interacts with an external resource system composed of existing agencies and specialized agencies. An individual designated as an implementor serves as the mediator between the user and resource systems in the early phases. In the later phases, the specialized agencies function in this liaison role. Figure 1.7 represents these relationships. The arrows in Figure 1.7 indicate the direction from which information or needs are communicated. Thus, during the awareness and commitment phases, the resource system initiates contact and has a high level of involvement. During changeover, both the user and resource system can initiate contacts and provide information. In the later phases of refinement and renewal, the user system actively initiates contacts with the resource system, and has a high level of involvement in the implementation process.

Concerns-Based Adoption Model (CBAM)

According to its developers, the Concerns-Based Adoption Model (CBAM) is an eclectic model that combines concepts from the Problem Solving, Social Interaction, Research, Development, and Diffusion, and Linkage models discussed previously (Hall, Wallace, & Dossett, 1973).

The CBAM assumes the existence of a user system (i.e., the adopter of an innovation) and a resource system (i.e., the agency that provides knowledge, experience, and expertise to assist the

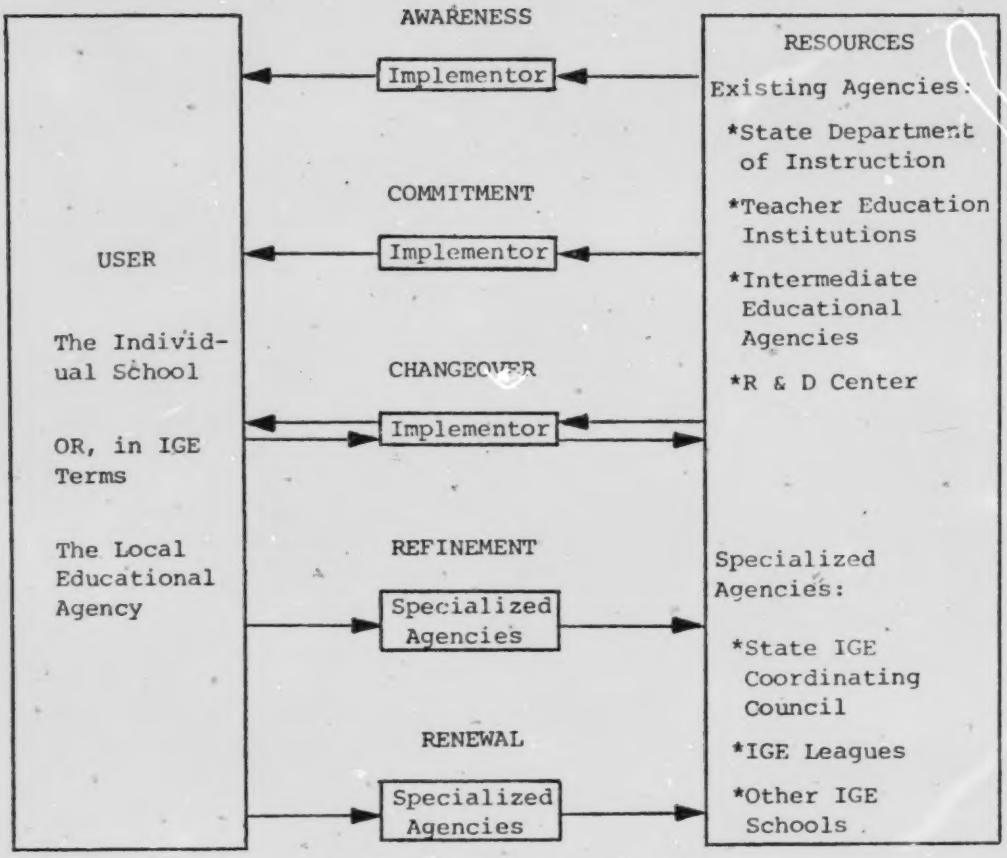


Figure 1.7. The IGE Change Process: Stages and System Relationships.

Source: Barrows, L. K.; Klenke, W. H.; and Heffernan, J. J. The Adoption of Innovations in Schools. Technical Report. Madison, Wisconsin: Wisconsin Research and Development Center for Individualized Schooling, 1979.

adopters of the innovation), and the establishment of a temporary third system termed the collaborative adoption system that results from the joint activity of the resource and user systems. The change process itself is described as the interaction among the three systems as depicted in Figure 1.8.

According to the CBAM conceptualization, there are eight discrete phases or levels of use of an innovation. Specifically, the phases postulated by the model include:

Level 0: Non-use, in which the user has little or no knowledge of the innovation, and is doing nothing toward becoming involved.

Level 1: Orientation, in which the user is acquiring information about the innovation, its value orientation, its demands on him/her, and the user system.

Level 2: Preparation, in which the user is being trained in the logistics and use of the innovation.

Level 3: Mechanical, in which users are engaged in pilot use of the innovation. The user is engaged in a step-wise attempt to master the tasks required by the innovation, often resulting in disjointed and superficial use.

Level 4-A: Routine, in which use of the innovation is stabilized. Few, if any, changes are being made in ongoing use, with little thought given to improving innovation use or its consequences.

Level 4-B: Refinement, in which the user varies the use of the innovation to maximize client impact within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.

Level 5: Integration, in which the user is combining his/her own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.

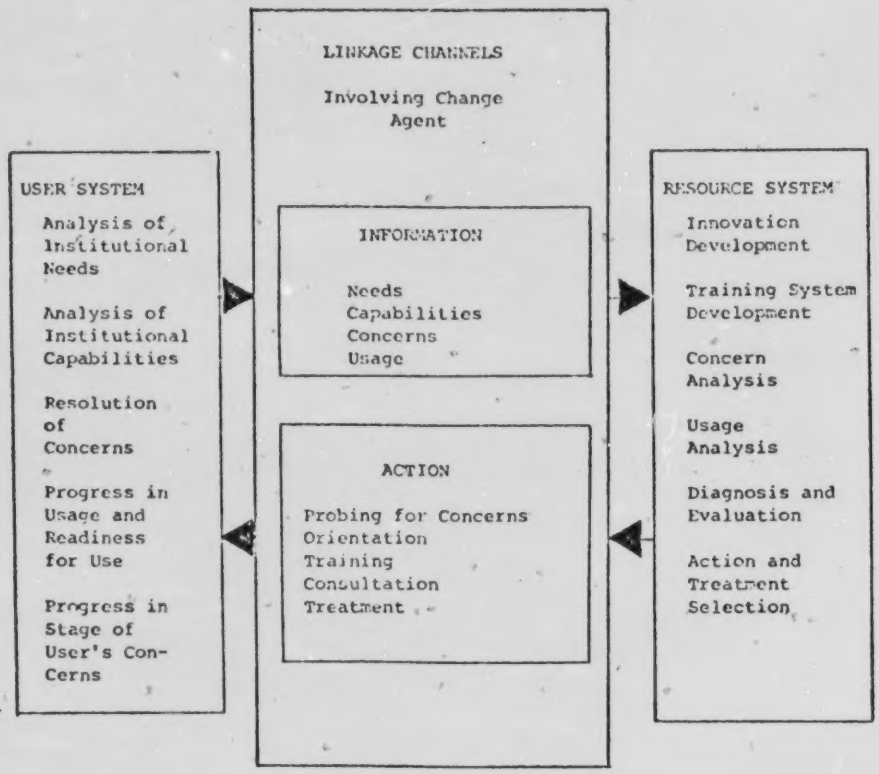


Figure 1.8. Conceptual Structure and Functional Process Organization of CBAM Requirements.

Source: Hall, Wallace, and Dossett. "A Developmental Conceptualization of the Adoption Process within Educational Institutions." R & D Center for Teacher Education, University of Texas at Austin, September 1973, p. 37.

Level 6: Renewal, in which the user re-evaluates the quality of use of the innovation, seeks major modifications of or alternatives to the present innovation to achieve increased impact on clients, examines new developments in the field, and explores new personal and system goals (Hall et al., 1973, p. 21).

Figure 1.9 presents a summary comparison of the phases in the innovation process as identified by the previous six change models. In each of the models, the user is mentioned throughout the change process in roles such as:

*the initiator and active member of the problem-solving process that culminates in innovation adoption (Problem-Solving Model);

*a member of a social and professional network who responds to the formal and informal group interactions with regard to innovation adoption (Social Interaction Model);

*a rational consumer who adopts an appropriately presented innovation at the appropriate time (Research, Development, and Diffusion Model);

*a client who interacts in a mutually beneficial collaborative relationship with the innovation developers (Linkage Model);

*a teacher who is a part of an educational and philosophical alternative to traditional school practice (IGE Model);

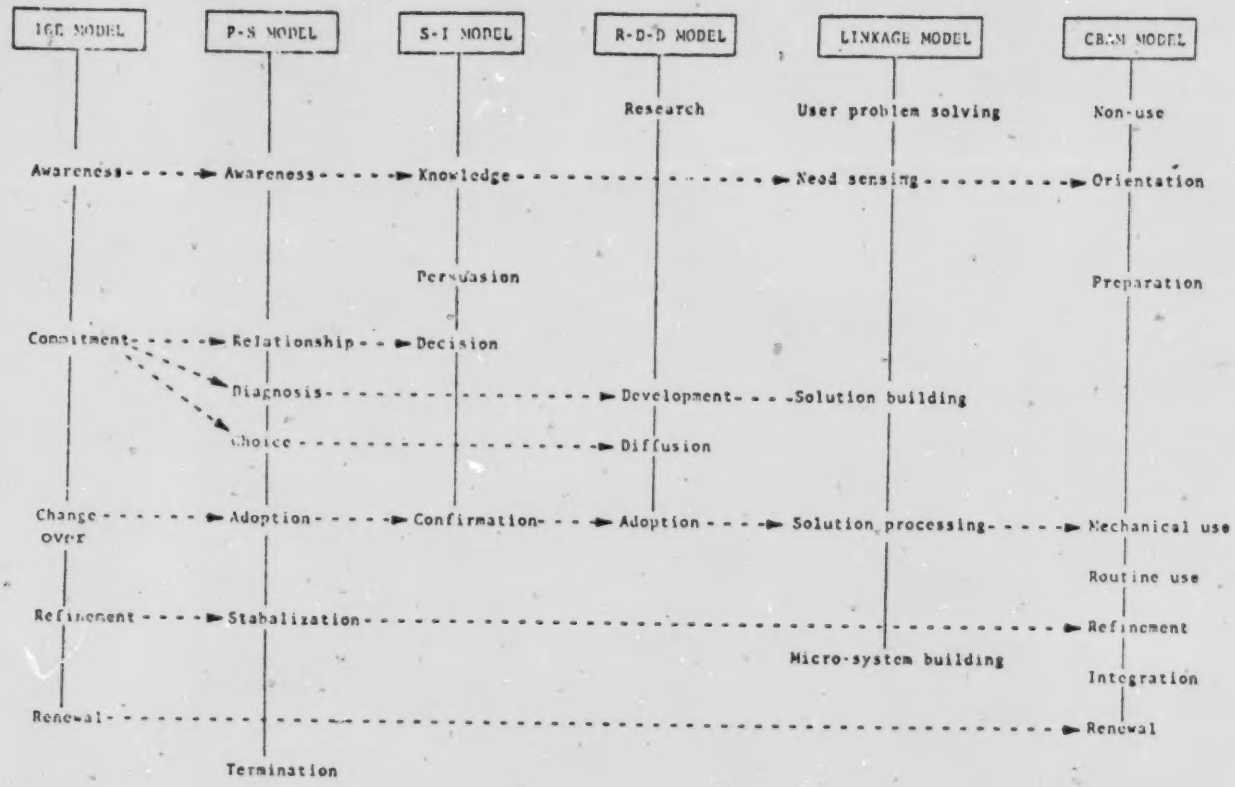


Figure 1.9. Comparison of Phases of Six Change Models.

*an individual user who moves on a continuum from self-centered to client centered innovation use (CBAM Model).

In summary, the consistent emphasis on the involvement and interaction of the users confirms the position of subordinate participation as a potentially key factor in the organizational group process. As indicated by the research, however, the nature and parameters of this change-participation relationship appear ambiguous and even contradictory (see Felker & Davis, 1979). From this complex and divergent literature, the following decision-making contingencies were identified as potentially powerful predictors of innovation implementation, the desired organizational outcome chosen as the focus of the research: desired and actual frequency and extent of decisional involvement, the nature of the decisional issues, and the importance of the decisional issues. The investigation of the hypothesized benefits of participation as bounded by these contingencies allowed a more critical interpretation of the efficacy of participation as the sine qua non of productive, innovative organizations.

Significance of the Study

It is a widely accepted assumption that teacher involvement in school decision making will lead to greater acceptance of an innovation and to other outcomes that can be linked to successful

change implementation. Although almost universally theorized, this assumption is not indubitably supported by research in the field. The present research contributed to the integration of the bits and pieces of extant knowledge relating change and decisional participation within the context of IGE schools. It forced explicitness and organized observations about measurement of the change phenomenon and provided specific information regarding the actual and desired form of teacher decisional participation in a number of different types of school settings. Moreover, the research analyzed the change-participation phenomenon from the perspective of several different models and thus provided critical policy information on when the participative decision making variable can be a potent tool for organizational analysis as well as a powerful strategy for organizational action.

Overview of the Study

This chapter presented an introduction to the study, the statement of the research problem, the review of related literature that comprised the theoretical foundations of the study, and the significance of the study.

Chapter II describes the design and methodology of the research. Chapter III presents and analyzes the data from the two research instruments. Chapter IV provides a summary of the findings and conclusions relative to the research questions, their

implications for school practice, and recommendations for effecting policy change and implementing educational innovations.

CHAPTER II

DESIGN AND METHODOLOGY

This chapter delineates the design and methodology of the study. It contains seven sections that describe: a) the research design; b) definitions critical to the study; c) the population and sample selection; d) the demographic characteristics of the research sites; e) instrumentation and procedures for data collection; f) the statistical techniques utilized for data analysis, and g) the limitations of the study.

Design of the Study

Based on the distinction between experimental or laboratory research and non-experimental or field research, Kerlinger (1973, p. 395) divided social scientific research into four major categories: a) laboratory experiments; b) field experiments; c) field studies; and d) survey research. Katz (1953, pp. 75-83) further subdivided field studies into two broad types: exploratory and hypothesis-testing. Exploratory field studies attempt to ascertain "what is" through the discovery of significant variables in the field situation. This type of research can then lay the groundwork for more systematic hypothesis-testing research aimed at discovering relations among the variables. This study combines exploratory and hypothesis-testing emphases; the research methodology, therefore, must be appropriate

for discovery of as well as testing relationships among classes of variables.

In this study, data were collected to discover salient dimensions of teacher decision making, and to ascertain the phase in the implementation process of teachers in selected IGE elementary schools, as well as to clarify the relationship between staff decision making and the stage in the implementation process. Table 2.1 identifies the constructs of the research. The procedures used to analyze these types of data must be applicable to a design in which all the observations are made at one point in time, and in which the independent constructs are not under the control of the researcher. Campbell and Stanley (1963, p. 64) labeled this a correlational design, and suggested correlational analysis as an appropriate statistical technique for analyzing the data. While these authors recommended caution with reference to causal interpretations of the correlational data, and with regard to the lack of control for rival hypotheses, they went on to point out, ". . .the relatively inexpensive correlational approach can provide a preliminary survey of hypotheses, and those which survive this can be checked through the more expensive experimental manipulation" (Campbell & Stanley, 1963, p. 64). Thus, the correlational design allows researchers to explore the nature of the interrelationships among constructs in a realistic setting, and to identify those relationships that appear important and consistent as possible foci for subsequent, more rigorous designs.

Table 2.1

CONSTRUCTS OF THE STUDY

Variable	Data Gathered From
INDEPENDENT	Unit Leaders, Unit Teachers
Teacher Decisional Participation Actual Frequency of Participation Actual Extent of Participation Desired Frequency of Participation Desired Extent of Participation Importance of Decisional Issue Type of Decisional Issue	
DEPENDENT	Unit Leaders, Unit Teachers
Teacher Level of Use	

The research described herein utilized a correlational approach, and provided data to assist administrators in the identification of salient dimensions of staff decision making, a construct identified as critical to the successful operation of IGE schools. Further, the study provided information to assist researchers in the further testing and refinement of a participative decision making--change relationship within an educational setting.

The definitions presented in the following section elucidate concepts critical to the understanding of the research design and analysis.

Definition of Terms

The following concepts are central to this study:

A. Individually Guided Education (IGE): "a comprehensive alternative to schools organized in either age-graded, self-contained classrooms or in subject-centered departments, and it represents a change of great magnitude" (Klausmeier, Rossmiller, & Saily, 1977, p. 1). IGE is currently conceptualized as encompassing the following seven major components.

1. Multiunit Organization--organizational structure comprised of three interrelated hierarchical levels: the Instruction and Research (I & R) Unit at the classroom level; the Instructional Improvement Committee (IIC) at the building level; and the Systemwide Program Committee (SPC) at the district level. This structure is designed to produce a school environment that facilitates instructional programming for the individual student and the introduction and utilization of the other components of IGE.

2. Instructional Programming for the Individual Student--educational programming that adapts instruction to the needs of the individual student. The Instruc-

tional Programming Model (IPM) consists of a systematic, cyclical, seven-step process that is illustrated in Figure 2.1, and is built around four interrelated characteristics: instructional objectives; continuous progress; pre- and post-assessment; and criterion-referenced testing.

3. Compatible Curricular Materials--curricular materials compatible with instructional programming for the individual student. Although the materials do not have to be specifically written for IGE (e.g., Wisconsin Design for Reading Skills Development, WDRSD; and Developing Mathematical Process, DMP), they should include: clearly stated instructional objectives; assessment procedures related to each objective that will aid teachers in the evaluation of student learning; instructional materials that will enable students to attain each objective; and suggestions to teachers concerning instructional activities that effectively combine the use of materials with student and teacher activities.

4. Evaluation for Educational Decision Making--evaluation process related to instructional decision making, staff personnel, curriculum development, resource management and home-school-community relations.

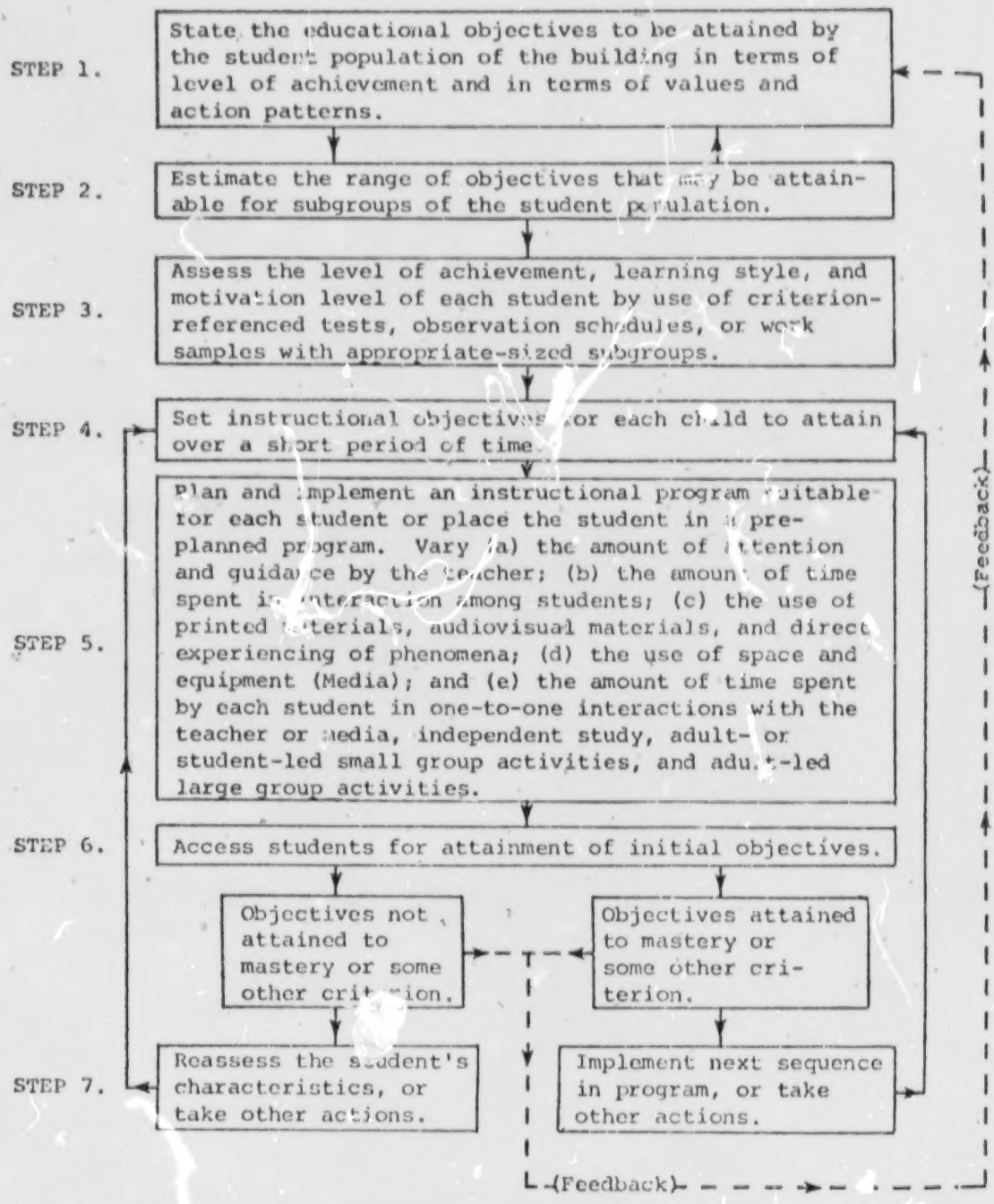

STEP 1.
State the educational objectives to be attained by the student population of the building in terms of level of achievement and in terms of values and action patterns.
STEP 2.
Estimate the range of objectives that may be attainable for subgroups of the student population.
STEP 3.
Assess the level of achievement, learning style, and motivation level of each student by use of criterion-referenced tests, observation schedules, or work samples with appropriate-sized subgroups.
STEP 4.
Set instructional objectives for each child to attain over a short period of time.
STEP 5.
Plan and implement an instructional program suitable for each student or place the student in a pre-planned program. Vary (a) the amount of attention and guidance by the teacher; (b) the amount of time spent in interaction among students; (c) the use of printed materials, audiovisual materials, and direct experiencing of phenomena; (d) the use of space and equipment (Media); and (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult- or student-led small group activities, and adult-led large group activities.
STEP 6.
Access students for attainment of initial objectives.
Objectives not attained to mastery or some other criterion.
Objectives attained to mastery or some other criterion.
STEP 7.
Reassess the student's characteristics, or take other actions.
Implement next sequence in program, or take other actions.
(Feedback)
(Feedback)

Figure 2.1. Instructional Programming Model in IGE.

Source: Klausmeier, H. J. et al., Individually Guided Elementary Education: Concepts and Practices. New York: Academic Press, 1977.

5. Home-school-community Relations--program of home-school-community interaction that aims to make the IGE staff aware of and responsive to the educational expectations and available resources of the community, parents, and students; to make the community, parents, and students more aware of and responsive to the requirements for the implementation of IGE; and to identify and utilize staff and community in the changeover and refinement of IGE.

6. Facilitative Environments--supportive environments established within the school through the multi-unit structure, and outside the school through the state IGE network.

7. Continuing Research and Development--research and development focusing on the teaching and learning processes, and mechanisms to support these teaching and learning processes.

B. Decisional Participation: mode of organizational operation in which decision making involves those persons who are to execute the decisions. This study investigated four separate dimensions of participation: actual frequency of participation, desired frequency of participation, actual extent of participation, and desired extent of participation.

1. Frequency of Decisional Participation--rate at which (i.e., how often) a teacher is involved in the decision-making process with respect to a particular decisional issue. Frequency for both actual and desired participation was measured on a four-point scale: always, often, sometimes, never.
2. Extent of Decisional Participation--degree to which (i.e., how much) a teacher is involved in the decision-making process with respect to a particular decisional issue. Extent for both actual and desired participation was measured on a five-point scale: make the decision, recommend alternatives, develop possible alternatives, provide information, no involvement.
3. Actual Participation--current level of participation in the decision-making process as perceived by the individual teacher. Actual participation was measured for actual frequency and actual extent of participation.
4. Desired Participation--desired level of participation in the decision-making process as perceived by the individual teacher. Desired participation was measured for desired frequency and desired extent of participation.

C. Discrepancy: difference between the actual and the desired levels of participation.

D. Decisional Condition: one of three types determined through analysis of the difference between perceived actual and desired levels of decisional participation.

1. Decisional Deprivation--actual level of participation is less than desired level of participation.
2. Decisional Equilibrium--actual level of participation equals the desired level of participation.
3. Decisional Saturation--actual level of participation is greater than desired level of participation.

E. Parsonian Trichotomy: three distinct levels or domains of decision making in organizations as postulated by Talcott Parsons (1960).

1. Technical Domain--decisions related to the level at which materials are processed or people are served (e.g., teachers in units or subject departments).
2. Managerial Domain--decisions related to the level which controls the type and quantity of products to be produced or the type of clients to be served (e.g., administrators in the school).

3. Institutional Domain--decisions related to the level at which the organization is related to the community in general (e.g., school boards, district and state educational agencies).

F. Planned Change: a deliberate alteration in the goals, strcture, or processes of a system (Miles, 1964).

G. Innovation: a deliberate, novel, specific change, which is thought to be more efficacious in accomplishing the goals of a system (Miles, 1964). The present research specified the Instructional Programming Model (IPM) as the innovation of focus.

H. Implementation: the actual use of an innovation. Implementation was measured in this study by the Levels of Use Interview which specifies eight levels including: non-use, orientation, preparation, mechanical use, routine use, refinements, integration, and renewal (Hall et al., 1975).

The definitions provide a common language for the subsequent discussions and data analysis. The next section describes the study population and the ten schools selected for the research sites.

Population and Sample Selection

For the purposes of homogenizing the effects of larger societal conditions, conserving resources, and allowing more fre-

quent observations, the decision was made by the Project on Studies of the Implementation of Individualized Schooling to focus upon research sites in the state of Wisconsin. The sites to be selected had to have demonstrated a commitment to the implementation of Individually Guided Education (IGE) through use of the Instructional Programming Model (IPM); the only defined population of such IGE schools within Wisconsin is those schools that are members of the state IGE network. Thus, 178 IGE elementary schools in Wisconsin that were identified as the members of the state IGE network constituted the population from which the research sites were sampled.

Each of the 178 schools was issued a survey questionnaire (see Appendix A for a copy of the survey form) soliciting information regarding four characteristics of the school:

1. The number of years the school had been designated as an IGE school.
2. The size of the school in terms of the number of instructional units, staff, and students.
3. The architectural design of the building facility.
4. The use or non-use of the curricular products Wisconsin Design for Reading Skill Development (WDRSD) and Developing Mathematical Processes (DMP).

After a reasonable length of time, nonrespondents were telephoned and urged to respond. One-hundred thirty-six schools or 76.4 percent of the population completed the questionnaire in usable form,

thus, these 136 schools constituted the sampling frame from which the Wisconsin research sites were drawn. No significant differences were observed between survey respondents and nonrespondents with respect to geographic region; no unusual circumstances were perceived to have occurred that might have systematically biased certain schools not to respond to the survey.

The 136 schools whose administrators responded to the survey were subsequently stratified according to a) the number of years the school claimed to be an IGE school; b) the school's urban or nonurban location; and c) the use or non-use of the WDRSD and DMP curricular products. With the one exception of the purposive selection of a nonurban school that had just made the decision to implement IGE and the Instructional Programming Model (IPM), the potential research sites were randomly selected from the strata. The sampling design was thus a combination of purposive and stratified random.

Contact was made with each selected school district to obtain permission to conduct research in the identified schools. Of the original nine randomly selected sites, seven agreed to participate in the study. An eighth school was obtained by randomly selecting a second school which met the desired characteristics. In the ninth case, it was not possible to obtain a school that met the desired criteria of being an urban implementor of IGE for more than six years. A replacement school was found which had been implementing IGE for four years, however, and this school was acquired

as a research site. Table 2.2 summarizes the desired characteristics and code numbers of the research sites whose administrators agreed to participate in the study.

The administrators of the selected schools were requested to inform the project staff of at least one unit whose members had agreed to participate in the research. The level of the unit of focus and the number of teachers in the unit are presented in Table 2.3.

Demographic Characteristics of the Research Sites

This section contains descriptions of each of the ten schools included in the study. Table 2.4 provides an overview of relevant demographic information for all ten schools.

A descriptive narrative of each of the ten research sites follows (Davis, Klenke, and Barrows, 1979).

School 01. School 01 is located in rural Wisconsin. The community in which this brand new school is located has fewer than 5,000 people. This population is largely homogeneous, with fewer than 1 percent identified as members of minority groups.

The average costs per pupil in school 01's district are approximately $400 below the state average. The districtwide professional staff per student ratio is 1:18.6. Approximately 6 percent of the school district's students are enrolled in prviate or parochial schools.

Table 2.2

THE RESEARCH SITES: DESIRED CHARACTERISTICS AND THE ACTUAL CHARACTERISTICS AND CODE NUMBERS OF SITES OBTAINED

Desired Characteristics of Ten Research Sites	Code Number and Characteristics of Actual Sites Obtained
SITE A: Nonurban; beginning IGE	SCHOOL 01: Nonurban; beginning IGE
SITE B: Nonurban; IGE for 1-3 years	SCHOOL 03: Nonurban; IGE for 2 years
SITE C: Nonurban; IGE for 4-6 years	SCHOOL 05: Nonurban; IGE for 6 years
SITE D: Nonurban; IGE for more than 6 years	SCHOOL 09: Nonurban; IGE for 7 years
SITE E: Nonurban; DMP but not WDRSD	SCHOOL 08: Nonurban; DMP but not WDRSD
SITE F: Nonurban; WDRSD but not DMP	SCHOOL 06: Nonurban; WDRSD but not DMP
SITE G: Nonurban; both DMP and WDRSD	SCHOOL 07: Nonurban; both DMP and WDRSD
SITE H: Urban; IGE for 1-3 years	SCHOOL 02: Urban; IGE for 1 year
SITE I: Urban; IGE for 4-6 years	SCHOOL 04: Urban; IGE for 4 years
SITE J: Urban; IGE for more than 6 years	SCHOOL 10: Urban; IGE for 4 years

Source: Davis, W. et al., Foundations of the Studies of Implementation: The Innovation and Research Sites (Technical Report No. 494). Madison, Wisconsin: Wisconsin Research and Development Center for Individualized Schooling, 1979.

Table 2.3

UNIT OF FOCUS AND NUMBER OF PARTICIPATING TEACHERS IN RESEARCH SITES

Research Site	Unit of Focus	N of Teachers
School 01	Intermediate	6
School 02	Primary	6
School 03	Primary	6
School 04	Primary	6
School 05	Intermediate	3
School 06	Intermediate	6
School 07	Primary	5
School 08	Primary	4
School 09	Primary	5
School 10	Intermediate	3

Table 2.4

DEMOGRAPHIC CHARACTERISTICS OF RESEARCH SITES

Items	School 01	School 02	School 03	School 04	School 05	School 06	School 07	School 08	School 09	School 10
Longevity of Research Site as IVF School (Spring 1978)	1 year	1 year	2 years	4 years	6 years	7 years	7 years	7 years	7 years	4 years
Student Enrollment and Number of Classroom Teachers	437 students 18 teachers	525 students	315 students 13 teachers	468 students 18 teachers	97 students 5 teachers	150 students 13 teachers	195 students 14 teachers	285 students 12 teachers	465 students 17 teachers	500 students 15 teachers
Number of Support Staff and Paid Aides	12 staff 4 aides	13 staff 21 aides	8 staff 4.5 aides	4.8 staff 11 aides	9 staff 2 aides	1.4 staff 2 aides	1.8 staff 2.5 aides	6 staff 2 aides	6 staff 4 aides	3.8 staff 10 aides
Number of Instructional Units	3 units	3 units	3 units	4 units	2 units	2 units	4 units	3 units	3 units	4 units
Architectural Design of School Facility	Pod	Traditional	Traditional	Pod	1/2 Pod 1/2 Trad.	Traditional	Traditional	Open	Traditional w/adjoining rooms	1/2 Pod 1/2 Open
Years of Experience of Building Principal	5 years	5 years	1 year	4 years	2 years	11 years	8 years	29 years	7 years	4 years
Use of Curricular Products	None	WDRSD	WDRSD	DMP	WDRSD	WDRSD	Both	Both	WDRSD	WDRSD
Costs Per Pupil Compared to State Average Costs/Pupil*	-$400	+$250	$0	+$250	-$200	-$200	-$100	+$100	-$400	+$250
Professional Staff per Student Ratio**	1:18.6	1:18.8	1:16.3	1:18.8	1:16	1:19	1:17.3	1:16.8	1:18.2	1:18.8
Percent of Minority Students**	.7%	46.8%	.9%	46.8%	1.5%	1.7%	1.5%	.7%	.8%	46.8%
Percent of Students in Non-public Schools***	6%	23%	5%	23%	8%	14%	25%	10%	1%	23%

*Wisconsin data derived from the Wisconsin Department of Public Instruction (1977-b).

**Wisconsin data derived from the Wisconsin Department of Public Instruction (1977-a).

***Wisconsin data derived from the Wisconsin Department of Public Instruction (1978).

Although school 01 was just beginning IGE, the principal has more than five years of administrative experience. Architecturally, the school is arranged into pods specifically designed to facilitate the organizational and curricular aspects of IGE. Organizationally, the 18 classroom teachers and 12 support teachers are arranged into 3 instructional units, and 1 special service unit. Four paid aides complete the staff which serves over 400 students. At the present time, school 01 is not using any of the curricular products of the Wisconsin R & D Center.

School 02. School 02 is located in the heart of Wisconsin's largest urban area. Districtwide, the average costs per pupil exceed the state average by more than $200. The number of district students enrolled in nonpublic schools also exceeds the state average (by 8 percent). The professional staff per student ratio districtwide is 1:18.8.

School 02's 500 students are almost all of minority ethnic backgrounds. Housed in an older building, school 02 features the traditional architectural school design with individual classrooms spaced along long, central halls. The principal has been the building administrator for five years and was present through the transition to IGE. Twenty classroom teachers are organized into three instructional units with one special service unit. Federal funding helps support the 21 paid aides in the school.

Although just beginning their second year in IGE, school 02 is using two elements of the WDRSD--Word Attack and Study Skills--in kindergarten through grade six. They have not modified these materials.

School 03. School 03 is located in a very small community of fewer than 2,000 residents. Less than 1 percent of the school district's students are minority students. The community supports its schools at roughly the same level as the Wisconsin average costs per pupil. The professional staff per student ratio districtwide is 1:16.3. Only about 5 percent of the district's children attend private or parochial schools.

A staff of 13 classroom teachers, 8 support teachers, and 4.5 paid aides service the more than 300 students. Organizationally, the school has three instructional units, and no special service units.

Architecturally, it is traditional in design. The principal, who is beginning his second year as building administrator, was not present when IGE was adopted three years ago.

Currently, school 03 reports using three elements of the WDRSD--Word Attack, Comprehension, and Study Skills. These materials are being used in a modified form by students in kindergarten through grade six.

School 04. School 04 is similar to school 02 in that it is located in Wisconsin's largest urban area. Therefore, districtwide

characteristics are identical: average costs per pupil are higher than state average (+$250); the nonpublic school enrollment is higher than state average (+8 percent); the professional staff per student ratio is 1:18.8; and the minority population enrollment is 46.8 percent.

Unlike school 02, school 04 is housed in a newer building which was designed to be an IGE school. The four instructional units are arranged in pods. There are no special service units, but there are 4.8 FTE support staff. A total of 18 classroom teachers and 11 aides also work with the more than 400 students. The minority population in the school is roughly one-third. The current principal began administering the building four years ago when it opened as an IGE school.

The school reports using DMP in kindergarten through grade six in a nonmodified form.

School 05. School 05 is a small country school of less than 100 students. The children are arranged into two instructional units: first and second grades and third through fifth grades. The lower unit occupies individual classrooms while the upper unit shares one large pod. A total of five regular teachers, nine special teachers, and two aides work with the two instructional units, along with one special service unit. The building principal, who has two years of experience, administers school 05 in addition to another elementary school in the district.

School 05 has been an IGE school for six years. They use four elements of the WDRSD--Word Attack (grades 1-2), Creative Reading (grades 1-5), Interpretive Reading (grades 1-5), and Self-directed Reading (grades 1-5)--in a nonmodified form.

Districtwide, the school system spends $200 per pupil less than the state average. The professional staff/per student ratio is 1:16. The percent of minority students is 1.5 and the percent of district students enrolled in nonpublic schools is about eight.

School 06. One of the longest implementors of IGE in the sample, school 06 has been involved in IGE for more than seven years. Located in a community of 50,000 people, school 06 has approximately 350 students. There are 13 regular classroom teachers and 1.4 support staff. Regular classroom teachers are responsible for providing music, physical education, and art experiences for their students. Two paid aides work with two instructional units.

The building is traditional in design. Some sliding partitions have been placed between adjoining classrooms to facilitate the IGE instructional program.

The principal of the school has 13 years administrative experience and became principal of school 06 the year that implementation of IGE began.

Some elements of the WDRSD are used in school 06. Specifically, Word Attack, Comprehension, and Study Skills are employed.

All three elements are used in grades one through six, with Word Attack also being used in kindergarten. None of these programs have been modified by the school staff.

The district of which school 06 is a part maintains a 1:19 professional staff per student ratio. It funds its programs at a level below the state average. About 14 percent of the district's students are in private or parochial schools. Only 1.7 percent of the district's students are from minority groups.

School 07. School 07 shares several characteristics with school 06: a) both are located in communities of about 50,000 people; b) both have implemented IGE for seven years; c) both are traditional in architectural design; d) both have less than 2 percent minority population; and e) both districts average costs per pupil are below the state average.

School 07 has several unique features. It is the only school in the research sample which uses both DMP and the WDRSD. It is also the only school using the Pre-Reading Skills Program. DMP is used in kindergarten through grade six in a nonmodified form. The Word Attack and Study Skills elements of WDRSD have been modified for use in grades one through six.

The school district of which school 07 is a part is unique in yet another aspect: over one-fourth of the district's students are enrolled in nonpublic schools. This figure exceeds the state average by more than 10 percent.

Other descriptive data about school 07 include: a student population of almost 400, an instructional staff of 14.5, a support staff of 3.8, and 2.5 paid aides. Further, the school is organized into four instructional units and the principal has eight years of experience. Finally, the district professional staff per student ratio is 1:17.3.

School 08. School 08 is located in a large community of nearly 200,000 people. The school district of which 08 is a part has been experiencing declining enrollments for the past few years. School 08's enrollment of less than 300 is an example of the problem, and the teachers fear that their school will be closed in the near future. The school district of school 08 currently has a 7 percent minority population enrollment. Only about 10 percent of the distrcit's students attend nonpublic schools. The professional staff per student ratio is 1:16.8. Currently, the district spends about $100 per pupil more than the state average cost.

School 08 has been involved in IGE for seven years and the principal has had 29 years of experience. Architecturally, the school is an open design. Organizationally, the 12 classroom teachers are arranged into three units. Six support teachers work in the school, but there is no special service unit. Two paid aides assist in the instructional program.

School 08 used DMP in the kindergartent through two unit. The materials have not been modified. The school also reported partial use of the Individually Guided Motivation Program.

School 09. School 09 is located in a town of 5,000 residents. Less than 1 percent of the school district's students are minority children. The district's average costs per pupil are approximately $400 below the state average. The professional staff per student ratio districtwide is 1:18.2. Only about 1 percent of the district's students attend private or parochial schools.

A staff of 17 classroom teachers, 6 support teachers, and 4 aides serve the more than 400 students. Organizationally, the school has four instructional units and one special service unit. Architecturally, the building is traditional in design, but sliding doors have been added to some adjoining rooms. The principal has seven years experience and began administering the school the year it adopted IGE.

At one time the school used the Word Attack element of the WDRSD, but has discontinued its use. The Comprehension element is still used by the reading resource teacher with children in grades one through six. The Study Skills element is also used to some extent.

School 10. School 10 is the third urban school in the research sample. As such, it shares the same district characteristics of schools 02 and 04: the average costs per pupil is higher than the state average (+$250); the nonpublic school enrollment is higher than the state average (+8 percent); and the professional staff per student ratio is 1:18.8; and the minority population enrollment is 46.8 percent.

School 10 bears some resemblance to school 04. Both schools were built four years ago to house IGE programs. Principals at both schools have four years of administrative experience. Both schools have four instructional units arranged in pod or open design. Neither has a special service unit. In both sites, the minority population in the school is roughly one-third of the total student enrollment.

Differences exist between the schools in background characteristics. School 10 has 500 students and a staff of 15 classroom teachers, 3.8 support teachers, and 10 paid aides.

School 10 has modified the Word Attack and Study Skills elements of the WDRSD and uses both in kindergarten through grade six.

The previous section provided a description of relevant characteristics of the ten research sites. The instruments that were administered in these sites are described in the following section.

Instrumentation

This research hypothesized that certain dimensions of teachers' decisional participation are related to their implementation of an innovation. The function of an instrument is to translate theoretical constructs into observable indices that can be used for description and explanation. Therefore, the two instru-

ments utilized in this study, the Decisional Participation Inventory (DPI) and Level of Use (LoU) Interview (see Appendix C) will be discussed in terms of the constructs they purport to measure. A description of the background, development, reliability, and content validity of the two instruments follows.

Decisional Participation Inventory (DPI)

The Decisional Participation Inventory (DPI) is an adaptation of the Decision Participation Analysis measure constructed by Davis (1978) based on the earlier work of Conway (1976) and Lipham (1974). The Decisional Participation Inventory (DPI) was utilized in the present study to measure the constructs of: a) importance of decisional issues; b) actual frequency of teacher decisional involvement; c) desired frequency of teacher decisional involvement; d) actual extent of teacher decisional involvement; and e) desired extent of teacher decisional involvement.

The instrument is structured about 12 decisional issues identified by Alutto and Belasco (1972), and utilized by Conway (1976) and Mohrman et al. (1978). These issues are presented in Table 2.5. Two decisional items, numbers 9 and 12, were identified as clearly reflecting issues and activities that are dealt with by teachers' unions, and therefore were eliminated from the list of core issues. The ten remaining issues were expanded to encompass 17 items by including both a unit and school focus where appropriate

Table 2.5

DECISIONAL ISSUES UTILIZED BY ALUTTO AND BELASCO (1972), CONWAY (1976), AND MOHRMAN ET AL. (1978)

Decisional Issues
*1. Hiring new professional personnel.
*2. Selecing specific instructional tests.
3. Resolving learning problems of individual students.
4. Determining appropriate instructional methods and techniques.
5. Establishing general instructional policies.
*6. Establishing classroom disciplinary policies.
*7. Planning school budgets.
*8. Determining specific professional assignments.
9. Resolving employee grievances.
*10. Planning new building and facilities.
*11. Resolving problems with community groups.
12. Determining professional salaries.

* = Items expanded to include both unit and school focus.

(see asterisk "*" items in Table 2.5). Since the focus of the research was on the Instructional Programming Model (IPM), another 11 decisional items were added that were related directly to the components of the IPM; these items are listed in Table 2.6.

Table 2.6

DECISIONAL ISSUES RELATED TO THE IGE INSTRUCTIONAL PROGRAMMING MODEL

Decisional Issues
1. Formulating the general educational objectives to be attained by the student population of the school.
2. Establishing the range of educational objectives for students in your unit.
3. Establishing the range of educational objectives for students in units other than your own.
4. Developing procedures, including instruments, for assessing the level of student achievement, motivation, and/or learning style of students in your unit.
5. Developing procedures including instruments, for assessing the level of student achievement, motivation, and/or learning style for students in your school.
6. Determining specific educational objectives for individual students within your unit.
7. Determining the group procedures to be used for instruction in your unit.
8. Determining the instructional method to be used with students in your unit.
9. Determining the procedures to be used in assessing the attainment of educational objectives for students in your unit.
10. Determining the procedures to be used in assessing the attainment of educational objectives for students in your school.
11. Determining the learning (recycling) sequence for the instructional objectives for each student in your unit.

In addition, six items (see Table 2.7) recommended by the panel of professionals who were asked to determine initial content validity for the DPI measure were incorporated into the final pilot draft of the instrument for a total of 34 decisional issues.

Table 2.7

DECISIONAL ISSUES RECOMMENDED BY PANEL OF PROFESSIONALS

Decisional Issues
1. Determining the type and format for reporting student progress to parents in your unit.
2. Determining the type and format for reporting progress to parents in your school.
3. Determining the tasks and responsibilities of aides and other paraprofessionals in your unit.
4. Determining the tasks and responsibilities of aides and other paraprofessionals in your school.
5. Determining the nature of inservice for your unit.
6. Determining the nature of inservice for your school.

Five questions were asked with respect to each of the 34 decisional issues. A representative set of questions is as follows.

1. How important is it to you that you participate in hiring new teaching personnel for your unit?

Very Important (1)	Important (2)	Somewhat Important (3)	Somewhat Unimportant (4)	Unimportant (5)

2. With what frequency do you actually participate in hiring new teaching personnel for your unit?

Always (1)	Often (2)	Sometimes (3)	Never (4)

3. With what frequency would you like to participate in hiring new teaching personnel for your unit?

Always (1)	Often (2)	Sometimes (3)	Never (4)

4. To what extent do you actually participate in hiring new teaching personnel for your unit?

Make the Decision (1)	Recommend a Decision (2)	Suggest Possible Alternative Decisions (3)	Gather or Provide Information (4)	Not Participate (5)

5. To what extent would you like to participate in hiring new teaching personnel for your unit?

Make the Decision (1)	Recommend a Decision (2)	Suggest Possible Alternative Decisions (3)	Gather or Provide Information (4)	Not Participate (5)

This response typology for measuring decisional involvement has received considerable empirical verification (e.g., Alutto & Belasco, 1972; Conway, 1976; Mohrman et al., 1978), with the Davis (1978) research providing strong support for the reliability of the response format.

A pilot test was conducted to establish the content validity, stability, and internal consistency of the Decisional Participation Inventory. Ten teachers from a representative IGE elementary school agreed to participate in a two week matched pair pre- and post-test pilot study. Each teacher was asked to complete a draft copy of the instrument, and to answer three additional questions about each decisional issue:

1. In Parsons' terms, does the decisional issue appear to be primarily a technical, managerial, or institutional decision?
2. Substantively, should the decisional issue be deleted, substituted for, or is the issue appropriate as it is?
3. Structurally, does the wording of the issue appear ambiguous, contain excessive jargon, etc., or is it acceptable in its present form?

A copy of the pilot questionnaire appears in Appendix B.

On the basis of the teachers' responses with respect to the first question regarding the Parsonian trichotomy, the items representing the potent decisions were divided into two scales. These

scales were developed with the SPSS FACTOR (Nie et al., 1975) factor analysis procedure, which is used to locate a smaller number of valid dimensions or factors contained in a larger set of independent items. The factor analysis was based on an R-type (between) variable) correlation matrix, utilized orthogonal (uncorrelated) factor rotation, and clearly identified only two of the three decisional domains postulated by Parsons. The component items of the Technical and Managerial scales are as follows:

Scale I Technical Domain Issues: Issues related to level at which materials are processed or people are served.

Issue #	Issues
1	Hiring new personnel--unit
3	Selecting tests--unit
5	Resolving student learning problems--unit
6	Determining instructional methods--unit
8	Establishing discipline policies--unit
9	Establishing discipline policies--school
10	Planning budget--unit
12	Determining teaching assignments--unit
14	Allocating facilities--unit
16	Resolving problems with community--unit
19	Establishing range of educational objectives--unit
21	Developing assessment procedures--unit
23	Determining specific educational objectives--unit
24	Determining grouping procedures--unit

Issue #	Issues
25	Determining instructional methods--unit
26	Determining assessment procedures--unit
28	Determining learning sequence--unit
29	Determining type of progress report to parents--unit
30	Determining type of progress report to parents--school
31	Determining responsibilities of aides--unit
33	Determining nature of inservice--unit
34	Determining nature of inservice--school

Scale II Managerial Domain Issues: Issues related to the level that controls the type/quantity of products to be produced or the type of client served.

Issue #	Issues
2	Hiring new personnel--school
4	Selecting tests--school
7	Establishing general instructional policies--school
11	Planning budget--school
13	Determining teaching assignments--school
15	Allocating facilities--school
17	Resolving problems with community--school
18	Formulating general educational objec -school
20	Establishing range of educational objectives--school
22	Developing assessment procedures--school
27	Determining assessment procedures--school
32	Determining responsibilities of aides--school

Kerlinger (1973) recommended aggregating independent comments from competent judges to determine content validity. Initial content validity had been established by distributing the draft instrument to professors, graduate students, and experts in Individually Guided Education from the Wisconsin Research and Development Center for their reactions and comments. Consequently, the two items dealing with negotiable issues were eliminated, and the six items delineated in Table 2.7 were included. The second and third questions related to the pilot study solicited further verification regarding the relevance and clarity of the decisional issues from representative classroom teachers. Their responses, which included only minor wording changes, buttressed the positive responses of the initial group of reactors, and thus the overall reactions attested to the content validity of the Decisional Participation Inventory (DPI).

An instrument is reliable to the extent that measurement error is limited: the lower the error, the greater the reliability. For the purposes of this study, the type of measurement error of greatest concern was error due to variations within the same test domain, i.e., internal consistency. The measure of internal consistency was computed using the Cronbach's Alpha coefficient through the SPSS statistical program RELIABILITY (Nie et al., 1975). Alpha is a derivative of the parallel tests model, and represents the expected correlation of one K-item with all other K-item tests drawn from the same domain. The alpha coefficients for the impor-

tance, actual frequency, desired frequency, actual extent, and desired extent scales are presented in Table 2.8.

Spuck (1971) indicated that alpha coefficients below .50 are of questionable reliability, whereas those between .50 and .70 are satisfactory for early stages of research, and those above .70 possess a high degree of internal consistency. The coefficients in Table 2.8 indicate a substantial degree of measurement accuracy.

The stability of the Decisional Participation Inventory was determined by measuring "the extent to which individuals retain their relative ranks on the repeated administration with the same instrument" (Sax, 1968, p. 39). The statistical test of stability of the pilot instrument consisted of the Pearson-Product Moment Correlation coefficient as computed by the SPSS program PEARSON CORR (Nie et al., 1975). The coefficients for the 170 items ranged from .5204 to 1.000, and were within the positive range acceptable to support the test-retest reliability (stability) of the instrument.

Table 2.8

CRONBACH ALPHA COEFFICIENTS FOR DECISIONAL PARTICIPATION INVENTORY (DPI) PILOT

Subscale	Items	Cronbach Alpha	Standardized Item Alpha
Importance	34	.94840	.95119
Actual Frequency	34	.89019	.88899
Desired Frequency	34	.94635	.94685
Actual Event	34	.90132	.95380
Desired Extent	34	.95438	.95380

N = 20

In summary, the pilot test of the Decisional Participation Inventory indicated substantial internal consistency, stability and content validity. The factor analysis demonstrated that the Parsonian domains can be clearly distinguished from one another. Thus, this instrument provides a statistically reliable and valid means of measuring multiple facets of teacher decisional participation.

Levels of Use (LoU)

The Levels of Use of the Innovation Interview (LoU) comprises the behavioral dimension of the Research and Development Center for Teacher Education's (University of Texas at Austin) Concerns-Based Adoption Model (CBAM) (Hall et al., 1973). Based on the assumption that at the user level, implementation of innovations such as curriculum products and processes is not a bipolar use/non-use phenomenon, the CBAM proposes that there are different "levels" of use of an innovation. The Levels of Use of the Innovation identifies and operationally defines eight such levels to describe behaviors exhibited by individuals from before any knowledge of an innovation exists, through the development of the skills and knowledge necessary for use to become routine, and ultimately through refinement, integration, and renewal with respect to use of an innovation (Hall et al., 1975). The interview was utilized in the present research to establish teacher level of use or implementation of the IGE innovation as operationalized through the Instructional Programming Model (IPM).

The operational definitions and decision points for the Levels of Use Interview of the Concerns-Based Adoption Model (CBAM) are presented in Table 2.9. In addition, each level of use is defined for each of the seven categories of innovation user knowledge and activity. These categories, Knowledge, Acquiring Information, Sharing, Assessing, Planning, Status Reporting, and Performing cover a wide range of behaviors that can be specified for individuals. The categories are delineated in Table 2.10.

The levels and categories were initially identified through analysis of the clinical experiences and case notes of the instrument developers (Hall et al., 1973). To measure the levels of use, the focused interview procedure was developed utilizing a branching format with specific questions and follow-up probes (see Appendix D). Based on the information from the interview, the user is rated in the seven categories and is assigned an overall Levels of Use.

To verify the existence of the Levels of Use, the Levels of Use Interview was applied in a series of cross-sectional and longitudinal studies in both school and college settings using a variety of innovations (e.g., Hall, 1977; LaShier, 1977; Loucks, 1976). A summary of the cross-sectional samples from two of these studies can be found in Appendix E. The findings from this research provided evidence to buttress the developers' assertion that the eight levels of use can exist in individuals with respect to a number of different innovations.

Table 2.9

LEVELS OF USE OF THE INNOVATION: OPERATIONAL DEFINITIONS AND DECISION POINTS

Level of Use	Definition of Level	Decision Point
0. Non-use	No action is being taken with respect to the innovation.	Takes action to learn more detailed information about the innovation.
I. Orientation	The user is seeking out information about the innovation.	Makes the decision to use the innovation by establihsing a time to begin.
II. Preparation	The user is preparing to use the innovation.	Begins first use of the innovation.
III. Mechanical	The user is using the innovation in a poorly coordinated manner and is making user-oriented changes.	A routine pattern of use is established.
IVA. Routine	The user is making few or no changes and has an established pattern of use.	Changes use of the innovation based on formal or informal evaluation in order to achieve client outcomes.
IVB. Refinement	The user is making changes to increase client outcomes.	Initiates changes in use of innovation based on input of and in coordination with what colleagues are doing.
V. Integration	The user is making deliberate efforts to coordinate with others in using the innovation.	Begins exploring alternatives to or major modifications of the innovation presently in use.
VI. Renewal	The user is seeking more effective alternatives to the established use of the innovation.	

Table 2.10

LEVELS OF USE OF THE INNOVATION: CATEGORIES OF INNOVATION USER KNOWLEDGE AND ACTIVITY

Category	Definition
Knowledge	That which the user knows about characteristics of the innovation, how to use it, and consequences of its use. This is cognitive knowledge related to the innovation, not feelings or attitudes.
Acquiring Information	Solicits information about the innovation in a variety of ways, including questioning resource persons, corresponding with resource agencies, reviewing printed materials, and making visits.
Sharing	Discusses the innovation with others. Shares plans, ideas, resources, outcomes, and problems related to use of the innovation.
Assessing	Examines the potential or actual use of the innovation or some aspect of it. This can be a mental assessment or involve actual collection and analysis of data.
Planning	Designs and outlines short- and/or long-range steps to be taken during process of innovation adoption.
Status Reporting	Describes personal stand at the present time in relation to use of the innovation.
Performing	Carries out the actions and activities entailed in operationalizing the innovation.

To establish inter-rater reliability, a total of 1,381 tapes representing three innovations (teaming in elementary schools: N = 770; modules in teacher education: N = 575; an elementary science curriculum: N = 36) were rated independently by two raters. If the two raters did not agree with respect to an overall LoU of an individual, the tape was rated by a third rater who had no knowledge of the previous ratings. Of the 1,381 tapes, 908 (or 66 percent) were agreed upon by the first two raters. Of the remaining 473 tapes, 364 (or 77 percent) were classified when the third rater agreed with one of the original raters. The remaining 109 tapes (or 8 percent) were given a consensus rating by the project staff. Traditional reliability coefficients were obtained using the ratings given by the first two raters on each of the tapes, regardless of agreement. Inter-rater reliabilities ranged from .87 to .96 on the overall Levels of Use.

A validity study of the Levels of Use Interview procedure was conducted using an ethnographic methodology which would provide a broad base of qualitative data to correlate with the LoU ratings. Thus, validity was established by determining to what extent the interview assessed actual behavior. Forty-five junior high school teachers in two school systems were interviewed in relation to their use/non-use of a science curriculum. Based on the LoU interview ratings, 17 teachers representing a stratified sample including all LoU levels were selected for intense ethnographic study. Independent Levels of

Use ratings were made by the ethnographer, by two readers of the ethnographic protocols, by the interviewer, and by a second rater of the interview tape. Two major comparisons were made to determine validity.

1. Between the ethnographer's rating and a consensus interview rating = .98
2. Between the concensus reader rating and the consensus interview rating = .65

Thus, according to these data, the Levels of Use Interview demonstrated adequate potential as a measure of the degree of implementation of an innovation.

Data Collection

The school administrators at the ten research sites that met the sampling criteria and agreed to participate were contacted during the fall of 1978 to arrange a visitation to the schools. Subsequently, a team of researchers from the Wisconsin R & D Center spent some time at each site talking to the teachers of the selected unit, explaining the purposes, instrumentation, and timelines for the project, answering questions, and securing the teachers' signatures on an Informed Consent Form (see Appendix F). Also at this time, arrangements were made with the unit members to return and conduct the Levels of Use Interview, and administer the instrument package (see Appendix G). The interviews were conducted onsite in the ten districts during November and December 1978, by one of the

research teams. Teachers were given the instrument packages and were asked to fill out the background information and to answer the three questionnaires frankly and carefully. They were then instructed to place the materials into the envelope provided and seal it, and return the envelope to either the researcher or a designated school representative. Envelopes which were not handed directly to the researcher were picked up at a later date. A thank-you letter expressing appreciation for their participation was mailed to all teachers involved in the study, as well as to the building principals.

Participants in the research were assured of the confidentiality of their responses. Names of the schools and participants would not be published and would remain confidential as part of the data-base for the Project on Studies of the Implementation of Individualized Schooling.

Data Analysis

The hypotheses in this study were to be tested utilizing a stepwise multiple regression procedure conducted through the use of the SPSS program REGRESSION (Nie et al., 1975). This technique was to determine the relative contribution of each independent variable in explaining variance in the dependent variable.

All of the statistical procedures were performed by the Univac 1110 computer at the Madison Academic Computing Center (MACC)

at the University of Wisconsin-Madison. The probability level for all tests of statistical significance was set at .05.

Limitations of the Study

Both measures in the study, the Decisional Participation Inventory (DPI) and the Levels of Use Interview (LoU) reflect the perceptions and evaluation of the respondents, of the instrument developers, and of the researchers. The biases and perceptual screens of these individuals are necessarily incorporated into the data base. As a field study, this research is also vulnerable to the usual sources of confusion attributable to field studies in general, including emotional involvement on the part of either the researcher or school personnel, and the impossibility of controlling for all extraneous variables. Because of this lack of control, any findings which imply causal relationships must be viewed as speculative.

In any interview situation, verbal reports of behavior can be contaminated by factors such as the respondent's reluctance to participate, felt pressure to provide "party-line" answers that are thought to be what the researcher wants, or simply personal antagonism toward the interviewer. In this study, the association of the interviewers with the Wisconsin R & D Center comprises an additional possible source of data bias. As Wolcott (1973) pointed out, such concerns reflect a critical aspect of research conducted in

school settings.

Babbie (1975) noted that field studies in general involve less assurance with regard to the traditional scientific norms of generalizability and objectivity; this small study sample with a specific innovation has limited generalizability to similar innovations in other settings.

Finally, any conclusions and generalizations relative to the research questions are only valid insofar as they are tested by the specific hypotheses and instrumentation.

Overview

Chapter I presented a discussion of the literature related to theory and research on participative decision making and organizational change. The statement of the problem, research questions, and significance of the study were also included. Chapter II discussed the design and methodology of the research. It included a discussion of the population and sampling frames, and descriptions of the ten research sites. Instrument development, data collection, methods for data analysis, and limitations of the study's research design were also explained. Chapter III will present and analyze the data. Chapter IV will present a summary of the study, findings, conclusions, and implications for further research.

CHAPTER III

ANALYSIS OF THE DATA

This chapter contains three sections. The first section presents the hypotheses of the study, stated in null form. The second section presents a descriptive analysis of the data in relation to the independent variable, teacher decisional participation, and the dependent variable, teacher level of use of the innovation. The third section presents the results of the statistical analysis of the data in relation to each hypothesis posited.

Statement of the Hypotheses

The purpose of this study was to analyze the relationship of selected dimensions of teacher decisional participation as they related to teacher implementation of an innovation. To accomplish this purpose, data were gathered for the purpose of subjecting the following null hypotheses to empirical test:

$H_{1.1}$ There is no relationship between teacher decisional participation and teacher innovativeness in the classroom, whether one considers the frequency of participation, the extent of participation, or both in combination.

$H_{1.2}$ The amount of variance in teacher innovativeness accounted for by the frequency and extent of teacher decisional participation in combination is equal to the amount of variance in teacher innovativeness explained by either measure taken singly.

$H_{2.1}$ The amount of variance in teacher innovativeness accounted for by teacher participation in technical decisions is equal to the amount of variance accounted for by teacher participation in managerial decisions and/or in institutional decisions.

$H_{3.1}$ The amount of variance in teacher innovativeness accounted for by the level of teacher decisional participation when modified by the importance of the decisional issues is equal to the amount of variance accounted for by the level of teacher decisional participation alone.

$H_{4.1}$ The amount of variance in teacher innovativeness accounted for by the discrepancy measure of teacher participation is equal to the amount of variance accounted for by teachers' actual level of participation.

The study also explored the ancillary question:

Are the levels of teacher innovativeness and decisional particpation related to:

a. urban or nonurban location;

b. teacher degree status;

c. hours of inservice related to the innovation;

d. teacher experience (number of years) with the innovation?

Description of the Data

This section presents a descriptive overview of the data gathered to test these hypotheses. The data were analyzed using the Statistical Package for the Social Sciences (SPSS) programs (Nie et al., 1975). The results of these analyses for the sample distribution of the independent, dependent, and contingency variables are presented in Tables 3.1 through 3.4. These tables reveal the distributional characteristics of the data and provide a basis for understanding the subsequent statistical analyses.

Independent Variable

Teacher decisional participation, the independent variable utilized in this research, was measured through the administration of the Decisional Participation Inventory (DPI) to selected elementary school teachers. This instrument provided a measure of five constructs: a) importance of a decisional issue; b) actual frequency

of teacher decisional participation; c) desired frequency of teacher decisional participation; d) actual extent of teacher decisional participation; and e) desired extent of teacher decisional participation. The five decisional participation scales were tested for their reliability (internal consistency) using the Cronbach Alpha formula. As in the matched pair pre- and post-test pilot study, the coefficients, as shown in Table 3.1, were consistently high ($>.70$), thus indicating that the items within each scale were measuring the same construct.

Appendix H presents the frequency distributions for importance, and actual and desired levels of participation by question. The distribution scores were computed by assigning numerical values to the response options for the scales as follows: with regard to the importance scale, a value of 1 was assigned to "very important," 2 to "important," 3 to "somewhat important," 4 to "somewhat unimportant," and 5 to "unimportant." The same scoring procedure was applied to frequency of involvement by assigning a value of 1 to "always," a 2 to "often," a 3 to "sometimes," and a 4 to "never." Similarly, for extent of involvement, a 1 was assigned to "make the decision," a 2 to "recommend alternatives," a 3 to "develop possible alternatives," a 4 to "provide information," and a 5 to "no involvement."

These numerical values were utilized in computing the means for actual and desired frequency of involvement and actual and desired extent of involvement for each decisional issue within and across schools. The means for each decisional issue within schools

Table 3.1

CRONBACH ALPHA COEFFICIENTS
FOR DECISIONAL PARTICIPATION
INVENTORY (DPI) INSTRUMENT

Subscale	Items	Cronbach Alpha
Importance	34	.89
Actual Frequency	34	.78
Desired Frequency	34	.81
Actual Extent	34	.90
Desired Extent	34	.91

are included for the purpose of clarity with the decisional issue frequency distribution in Appendix H. The means for the decisional issues across schools according to the issue's placement in either the technical or managerial domain are presented in Table 3.2.

The discrepancies between the actual and desired levels of involvement for all 34 decisional issues indicated a general condition of decisional deprivation, that is, the desired levels of involvement were higher than the reported actual levels of involvement in all cases. The means for actual frequency of involvement in the technical and managerial domains were 51.66 and 37.56 respectively.

Table 3.2

DISTRIBUTION OF MEANS FOR IMPORTANCE, ACTUAL AND DESIRED FREQUENCY AND EXTENT OF INVOLVEMENT IN EACH DECISIONAL ISSUE

Issues	Importance	Actual Frequency	Desired Frequency	Actual Extent	Desired Extent
Technical Domain					
01	2.02	3.38	1.90	4.22	2.59
03	1.72	2.68	1.90	3.24	2.24
05	1.33	2.02	1.64	2.23	1.86
06	1.39	1.93	1.64	2.15	1.84
08	1.53	2.01	1.75	2.38	1.75
09	2.05	2.96	2.19	3.29	2.46
10	1.95	2.87	1.91	3.22	2.07
12	1.80	2.34	1.89	2.68	2.18
14	1.88	1.66	1.96	2.33	2.20
16	2.27	2.41	2.25	3.59	2.78
19	1.43	2.07	1.73	2.54	1.97
21	1.73	2.45	1.82	2.68	2.12
23	1.40	2.03	1.74	2.30	1.92
24	1.43	1.55	1.44	1.98	1.50
25	2.44	1.96	1.29	2.42	1.90
26	1.65	3.08	1.78	2.48	2.05
28	1.86	2.35	2.07	2.99	2.53
29	1.75	2.67	1.41	3.15	2.01
30	1.89	3.08	2.12	3.79	2.55
31	1.45	2.09	1.69	2.43	1.76
33	1.79	3.05	2.06	3.77	2.52
34	1.86	3.41	2.15	4.06	2.57
Managerial Domain					
02	3.04	3.80	2.79	4.75	3.27
04	2.55	3.53	2.53	4.33	3.04
07	2.03	2.85	2.17	3.45	2.43
11	2.68	3.38	2.63	4.12	3.01
13	2.87	3.45	2.64	3.81	3.51
15	2.31	3.29	2.47	3.85	2.94
17	2.38	3.30	2.59	4.08	3.33
18	1.81	2.78	2.15	3.62	2.70
20	2.20	3.53	2.83	4.50	3.60
22	2.75	3.42	2.77	3.69	3.33
27	2.46	3.09	2.62	3.23	3.01
32	2.81	3.45	2.85	4.03	3.12

RESPONSE SET:

Importance: 1=Very Important 2=Important 3=Somewhat Important
4=Somewhat Unimportant 5=Unimportant

Frequency: 1=Always 2=Often 3=Sometimes 4=Never

Extent: 1=Make Decision 2=Recommend Alternatives
3=Develop Possible Alternatives 4=Provide Information
5=No Involvement

The corresponding means for desired frequency of involvement were 39.38 and 29.94. The extent of involvement means demonstrated similar discrepancies, with the means for actual extent of involvement in the technical and managerial domains being 57.72 and 44.18, respectively; and means for desired extent of involvement of 43.44 and 34.32 respectively. Using the one-sample t-test, the differences between both sets of means were found to be significant at the .05 level.

Dependent Variable

The dependent variable selected for this study was elementary school teachers' implementation of the Individually Guided Education (IGE) innovation as operationalized through the Instructional Programming Model (IPM). This construct was measured by the Levels of Use of the Innovation (LoU) Interview which, through the rating of a semi-structured interview, assigned individual teachers to one of eight levels of innovation use ranging from non-use through renewal.

Table 3.3 displays the sampling distribution for levels of use of the IPM innovation within the ten schools. Overall, the majority of the respondents (74%) were rated at a Routine level of use of the innovation, with small percentages (under 10%) at the Preparation (2%), Mechanical use (6%), and Refinement (8%) levels of use. Approximately 8 percent of the taped interviews did not provide sufficient information for rating purposes. Table 3.4 presents

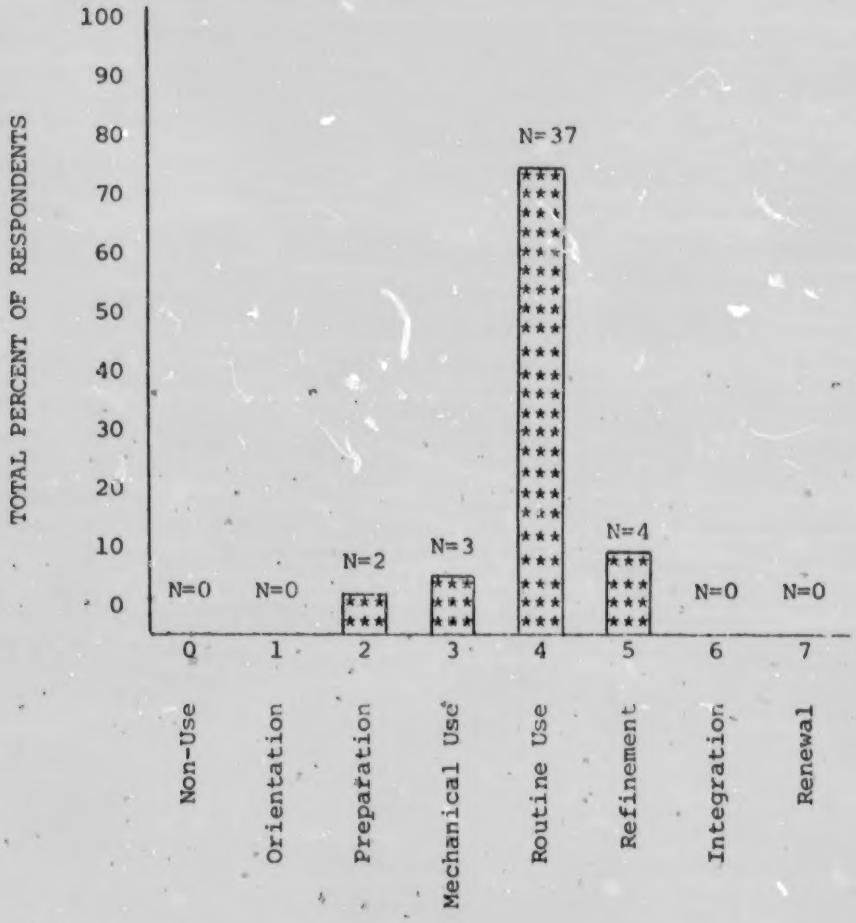
Table 3.3

DISTRIBUTION OF RATINGS FOR LEVELS OF USE OF THE INNOVATION INTERVIEW

Levels of Use	School										N	%
	01	02	03	04	05	06	07	08	09	10		
Non-Use (0)	0	0	0	0	0	0	0	0	0	0	0	0
Orientation (1)	0	0	0	0	0	0	0	0	0	0	0	0
Preparation (2)	0	0	2	0	0	0	0	0	0	0	2	4
Mechanical Use (3)	3	0	0	0	0	0	0	0	0	0	3	6
Routine Use (4)	3	4	4	5	3	5	4	2	3	3	37	74
Refinement (5)	0	1	0	1	0	0	1	1	1	0	4	8
Integration (6)	0	0	0	0	0	0	0	0	0	0	0	0
Renewal (7)	0	0	0	0	0	0	0	0	0	0	0	0
Insufficient Information	0	1	0			1		1	1		4	8
Total	6	6	6	6	3	6	5	4	5	3	50	100

Table 3.4

OVERALL DISTRIBUTION OF LEVELS OF USE OF THE INNOVATION



presents a graphic representation of the overall levels of use distribution for the 50 respondents.

Contingency Variables

Both researchers and theoreticians alike have emphasized that the nature of subordinate involvement in the organizational decision-making process is contingent upon situational and personal variables (e.g., Vroom, 1959; Bridges, 1967; Alutto & Belasco, 1972; Lipham, 1974; Mohrman et al., 1978; Davis, 1978).

This study considered the situational variable of school site type (i.e., urban or nonurban). The personal variables considered included age of respondent, sex of respondent, years of teaching experience, years of IGE teaching experience, years of teaching experience in present school, hours of IGE inservice, and degree status. The "typical" teacher in this study was 36 years of age with 11 years of teaching experience, 4 of which had been in IGE schools, and 5.5 of which had been in his or her present school. The majority of respondents were female, had a bachelor's degree, and taught in a nonurban school setting. This brief respondent resume is presented only for summary and comparative purposes, and does not purport to reflect the diverse characteristics of the schools and respondents.

Statistical Analysis of the Data

This section presents the statistical analysis of the data in relation to each of the hypotheses posited by the research.

The relationship between the independent variables, importance of the decisional issue, actual frequency of participation, desired frequency of participation, actual extent of participation, and desired extent of participation, and the dependent variable, teacher level of use of the innovation, was analyzed using the multiple regression technique.

Multiple regression is essentially an attempt to formulate an equation for predicting a criterion or dependent variable from data known about two or more independent or predictor variables. The regression analysis focuses on the questions of whether a linear relationship exists, the strength of the relationship, and the usefulness of a linear equation in predicting the dependent variable (Hayes, 1963). The specific regression approach used was the stepwise inclusion procedure, and the analyses were performed through the use of the SPSS program REGRESSION (Nie et al., 1975). This regression model permits the examination of the individual and combined contributions of the independent variables in accounting for variance in the dependent variable using a linear equation through the stepwise inclusion of the independent variables from best (i.e., explains the greatest amount of variance in the dependent variable) to worst (i.e., explains the least amount of variance in the dependent variable).

Testing the Hypotheses

The first two hypotheses of the study stated in the null form were:

Hypothesis 1.1. There is no relationship between teacher decisional participation and teacher innovativeness in the classroom, whether one considers the frequency of participation, the extent of participation, or both in combination.

Hypothesis 1.2. The amount of variance in teacher innovativeness accounted for by the frequency and extent of teacher decisional participation in combination is equal to the amount of variance accounted for by each measure taken singly.

The purpose of these hypotheses was to determine the definition of teacher participation to be used in testing the subsequent hypotheses. This was to be accomplished by measuring the relationship between teacher innovativeness and frequency and/or extent of participation; or put differently, the percentage of variance in teacher innovativeness (level of use of the innovation) explained by frequency and/or extent of participation. The dimension of participation (i.e., frequency and/or extent) with the strongest relationship or greatest explanatory power would comprise the definition, and thus a determination could be made regarding the necessity of utilizing both the frequency and extent dimensions to measure decisional participation.

The results of the multiple regression analysis, shown in Tables 3.5 and 3.6, provided support for the null hypothesis. The

Table 3.5

AMOUNT OF VARIANCE IN TEACHER INNOVATIVENESS ACCOUNTED FOR BY THE ACTUAL FREQUENCY AND ACTUAL EXTENT OF PARTICIPATION, SINGLY AND IN COMBINATION

	Teacher Innovativeness	
Issue	Mult. R	R Square
Actual Frequency	.2898	.0840
Actual Extent	.2871	.0824
Combination	.2903	.0841

Table 3.6

AMOUNT OF VARIANCE IN TEACHER INNOVATIVENESS ACCOUNTED FOR BY THE DESIRED FREQUENCY AND DESIRED EXTENT OF PARTICIPATION, SINGLY AND IN COMBINATION

	Teacher Innovativeness	
Issue	Mult. R.	R Square
Desired Frequency	.2854	.0815
Desired Extent	.2894	.0837
Combination	.2911	.0844

amount of variance in the dependent variable, teacher level of use, accounted for by both the actual frequency and extent and desired frequency and extent scales, both singly and in combination, was insignificant. Therefore, any relationship predicted by the independent variables could be explained by random chance factors alone.

The results of the regression analysis, therefore, indicated that neither dimension of the independent variable had explanatory power in accounting for the variance in the dependent variable.

The second hypothesis of the study stated in null form was:

Hypothesis 2.1. The amount of variance in teacher innovativeness accounted for by teacher participation in technical decisions is equal to the amount of variance accounted for by teacher participation in managerial decisions is equal to the amount of variance accounted for by teacher participation in institutional decisions.

The purpose of this hypothesis was to determine whether teachers' participation in issues in the technical domain explained more variance in their level of innovativeness than their participation in issues in the managerial domain. No issues were identified by the factor analysis as being in the institutional domain.

The results of the regression analysis conducted to test hypotheses 1.1 and 1.2 supported the null hypothesis in that the amount of variance explained by the independent variables of actual

and desired frequency and/or extent of teacher participation was insignificant in relation to the dependent variable of teacher innovativeness in the classroom. Since neither frequency and/or extent accounted for a significant amount of variance, a definition of teacher participation comprised of the best predictor variable or variables could not be established, and determination of the level of teacher participation in the technical and managerial domains was not feasible.

Thus, statistical analysis of Hypothesis 2.1 was precluded in that null hypotheses 1.1 and 1.2 were accepted.

The third hypothesis of the study stated in null form was:

Hypothesis 3.1. The amount of variance in teacher innovativeness accounted for by the level of teacher participation when modified by the importance of the decisional issues is equal to the amount of variance accounted for by the level of teacher decisional participation alone.

The purpose of this hypothesis was to determine whether teacher participation in combination with the importance of the decisional issues accounted for more variance in teacher innovativeness than the level of teacher participation alone.

Since, in the regression analysis of Hypotheses 1.1 and 1.2, neither dimension of the independent variable accounted for a significant amount of variance in the dependent variable, a definition of teacher participation could not be established, and therefore, the contribution of teacher participation in combination with the impor-

tance of the decisional issue in accounting for variance in teacher innovativeness could not be determined.

Thus, statistical analysis of Hypothesis 3.1 was precluded in that null hypotheses 1.1 and 1.2 were accepted.

The fourth hypothesis of the study stated in null form was:

Hypothesis 4.1. The amount of variance in teacher innovativeness accounted for by the discrepancy measure of teacher participation is equal to the amount of variance accounted for by teachers' actual level of participation.

The purpose of this hypothesis was to determine whether the perceived discrepancy between the actual and desired levels of teacher participation explained more variance in teacher innovativeness than the measure of actual participation.

The regression analysis of Hypotheses 1.1 and 1.2 indicated that neither dimension of the independent variable had explanatory power in accounting for the variance in the dependent variable; therefore, the determination of teachers' actual level of participation on the basis of the definition of participation from hypotheses 1.1 and 1.2 was not possible.

Thus, statistical analysis of Hypothesis 4.1 was precluded in that null hypotheses 1.1 and 1.2 were accepted.

Ancillary Question

The ancillary question posed by the study was:

1. Are the levels of teacher innovativeness and decisional

participation related to:

a. urban or nonurban location;

b. teacher degree status;

c. hours of inservice related to the innovation;

d. teacher experience (number of years) with the innovation?

Statistical analysis of the levels of use data indicated severely restricted variance (see Table 3.3) in the data. This limited variance precluded meaningful correlational analysis of the relationship between levels of teacher innovativeness and the contingency variables identified in the ancillary question.

The results of the regression analysis conducted to test hypotheses 1.1 and 1.2 were such that a definition of teacher decisional participation could not be established. Thus, correlational analyses of the relationship between levels of teacher participation and the contingency variables identified in the ancillary question were not possible.

Overview

Chapters I and II presented the theoretical orientation, design, and methodology of the research. Chapter III dealt with the presentation and analysis of the data in relation to the hypotheses and ancillary question posited by the study. Chapter IV will present an overview of the study, a summary of the research findings, conclusions, and implications for further research.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND IMPLICATIONS

This chapter consists of four sections: an overview of the study; a summary and discussion of the descriptive findings; an analysis and the implications of the findings; and the conclusions of the research.

Overview of the Study

The concept of subordinate decisional participation is an oft-cited prerequisite for the successful introduction and implementation of innovations. Developers of the Individually Guided Education (IGE) innovation recognized the potential of participative decision making by including it as an integral part of their reform movement to individualize schooling, and numerous research studies have been conducted to examine the relationship of participative decision making to various prized organizational outcomes. This research study focused upon the relationship between teacher decisional participation and teacher implementation of the IGE innovation in order to explicate and integrate selected dimensions of the participation and change relationship.

The conceptual and theoretical foundations of the study were based upon selected literature dealing with change theory and participative decision making. Based upon this literature analysis, the following hypotheses, stated in the null form were subjected to empirical test:

$H_{1.1}$: There is no relationship between teacher decisional participation and teacher innovativeness in the classroom, whether one considers the frequency of participation, the extent of participation, or both in combination.

$H_{1.2}$: The amount of variance in teacher innovativeness accounted for by the frequency and extent of teacher decisional participation in combination is equal to the amount of variance in teacher innovativeness explained by either measure taken singly.

$H_{2.1}$: The amount of variance in teacher innovativeness accounted for by teacher participation in technical decisions is equal to the amount of variance accounted for by teacher participation in managerial decisions is equal to the amount of variance accounted for by teacher participation in institutional decisions.

$H_{3.1}$: The amount of variance in teacher innovativeness accounted for by the level of teacher decisional participation when modified by the importance of the decisional issues is equal to the amount of variance accounted for by the level of teacher decisional participation alone.

$H_{4.1}$: The amount of variance in teacher innovativeness accounted for by the discrepancy measure of teacher participation is equal to the amount of variance accounted for by teachers' actual level of participation.

The study also explored the ancillary question:

Are the levels of teacher innovativeness and decisional participation related to:

a. urban or nonurban location;

b. teacher degree status;

c. hours of inservice related to the innovation;

d. teacher experience (number of years) with the innovation?

Field study methodology utilizing a questionnaire and a focused participant interview was employed to gather data related to the salient dimensions of teacher decisional participation and teacher innovativeness. The Decisional Participation Inventory (DPI) was developed, piloted, and then administered to a sample of 50 teachers in 10 selected IGE elementary schools to determine their perceptions of their actual and desired participation on 34 decisional issues. The Levels of Use of the Innovation interview was also conducted with the 50 teachers, and rated by independent raters to determine a level of use or innovativeness in regard to the IGE Instructional Programming Model (IPM). A team of researchers visited each of the 10 schools, distributed and collected the questionnaires, and conducted the interviews.

The data were keypunched by personnel in the computer componenent of the Wisconsin Research and Development Center, and were assigned to a file in the MACC Univac 1110 computer.

The analytic procedures utilized in this study included: a) descriptive analysis; b) the Cronbach Alpha test of reliability analytic technique; c) stepwise linear multiple regression; and d) the 1 sample t-test of significance.

Summary and Discussion of the Findings

This section presents the findings derived from the descriptive analyses of the data, together with a discussion of the findings in relation to the work of other researchers.

Findings

1. Null hypotheses 1.1 through 4.1 were upheld, and the relationship of teacher innovativeness and decisional participation to the variables of school location, teacher degree status, hours of inservice, and experience with the innovation could not be determined.
2. Overall, respondents perceived themselves as being in a state of decisional deprivation. This was true for all issues in both the technical and managerial decisional domains.
3. Within schools, wide variation existed with respect to the decisional dimensions of frequency and extent, as well as perceived importance of the decisional issues. This was true across the technical and managerial decisional domains.

4. Of the ten decisional issues identified by the respondents as "most" important, five were issues related directly to the innovation of focus, four were decisional issues that had been utilized by previous researchers (e.g., Alutto and Belasco, 1972; Conway, 1976; Mohrman et al., 1978; Davis, 1978), and one issue had been identified by participating professionals.
5. The intercorrelations among the importance, actual frequency, and actual extent scales were high, i.e., overall, the decisional issues which were seen as most important were also perceived by the respondents to be issues on which they actually had considerable decisional involvement.
6. The intercorrelations among the importance, desired frequency, and desired extent scales were high, i.e., overall, the decisional issues which were seen as most important were also perceived as the issues on which respondents desired the highest frequency and extent of participation.
7. The factor analysis technique and the frequency distribution of the respondents in regard to their normative perceptions indicated that teachers did differentiate between technical and managerial issues.

8. The overall variance exhibited by the data measuring teacher implementation of the IPM innovation was extremely limited, with the large majority of the respondents indicating a routine level of use.

Discussion

The limited variance exhibited by the distribution of the dependent variable, teacher level of use of the IGE innovation precluded further empirical exploration of the change-participation relationship. However, several salient points emerged from the descriptive findings.

First, the data indicated that respondents generally perceived themselves to be in a state of decisional deprivation, with no respondents who perceived themselves to be in a state of decisional saturation. Although Conway's (1976) research enabled him to place sufficient teachers in each of the decisional conditions of deprivation, equilibrium, and saturation to suggest a curvilinear relationship between participation and prized organizational outcomes, other researchers (e.g., Mohrman et al., 1978; Davis, 1978) have failed to provide empirical verification for this logically persuasive argument in that so few of their respondents perceived themselves to be in a condition of saturation. Thus, the findings from the present study in combination with those from previous research, indicate that, while the concept of decisional conditions may be intuitively convincing, little support exists for the actual exist-

ence of these conditions in educational environments, and a more accurate conceptualization of the dialectical relationship between participation and desired educational outcomes may be needed.

In addition, the findings from the present study served to emphasize the point that administrators need be aware not only of the perceived general decisional condition of the teachers in their school, e.g., deprivation, but also of the wide ranges of perceived actual and desired frequency and extent of participation that can exist for individual teachers. For example, a teacher who would like to participate on a specific issue "sometimes" and actually perceives him or herself as "never" participating would be categorized as being in a state of decisional deprivation with respect to that issue. However, the same state of decisional deprivation would be used to describe the teacher who perceives him or herself as "often" participating, but would like to "always" participate on a particular decision. Therefore, it is essential that administrators keep in mind the range of individual teacher perceptions and positions that function to make school administration a creative and challenging endeavor.

The high intercorrelations among the scales of importance, frequency, and extent indicated a second focus for discussion. Although their power in accounting for variance in the dependent variable cannot be addressed, the high intercorrelations are not congruent with Lipham's (1974) argument that the dimensions of fre-

quency and extent of participation are relatively independent. The argument that a high perceived frequency of involvement is not necessarily indicative of the perceived extent of involvement is intuitively persuasive; however, the precise nature and utility of measuring decisional participation as at least a bidimensional process deserves further theoretical analysis and practical research.

The research findings of Mohrman et al. (1978) suggested that teachers do differentiate, either consciously or unconsciously, the qualitative differences between issues in what these researchers termed the technical and managerial decisional domains. The findings of this study were congruent with Mohrman et al.'s (1978) conclusions in that the respondents identified the issues as being either technical or managerial. However, this study failed to confirm the finding of Mohrman et al. (1978) and, more recently, Speed (1979), that secondary level teachers perceive themselves as having, and desire to have, greater participation in technical rather than managerial decisions. Rather, this study buttressed the findings of Wright (1976) that teachers in IGE elementary schools desired greater involvement in making important decisions, especially in decisions of schoolwide (managerial) scope.

The Mohrman et al. (1978) study treated the elementary and secondary school teachers as a pooled sample, so that a determination of the effect of school level (i.e., elementary or secondary) cannot be determined. The seemingly contradictory findings from

Wright (1976), Speed (1979), and the present research suggest, however, that the school level may be an interesting mediating factor in determining the nature of actual and desired teacher decisional involvement in the technical and managerial domains.

Analysis and Implications of the Findings

The previous general findings and discussion are based on the validity and utility of rational or consensus decision making and change models. They are also grounded in the assumptions and goals of mainstream social science inquiry which suggest that the ideal of predictive explanation consists in subsuming individual cases under general laws. Thus, methodologists, in their pursuit of these general laws, become vulnerable to underestimating the commonsense understanding of meaning and relationships as context dependent. Insofar as the previous discussion is stripped of the context, conflicts, and interactions of the individual school sites, the information contained in it fails to bring either the administrator or the researcher closer to the more important ideal of a deeper understanding of human action.

The remainder of this section explores the process through which the original focus of this study became problematic, and the consequences that this "sense of intellectual crisis" had for the study conclusions and implications.

In the process of explicating the theoretical framework which buttressed the research questions, and analyzing the data relative to the specific hypotheses which tested these questions, a number of issues became problemmatic, i.e., the severely restricted variance exhibited by the Levels of Use data and the contextual issues inherent in the descriptive findings. The value of research is inextricably related to a critical and analytical style of investigation. Therefore, prompted by these problemmatic issues, the focus of the subsequent analysis became guided by the question: how did the choice of consensus change and participation models and a positivistic methodology shape the range of possibilities for the ideological positions of both the respondents and the researcher?

The interpretation of our language, intentions, and actions as implicitly situated in contexts is exemplified with admirable clarity in the following exchange:

> I don't know what you mean by 'glory,' Alice said
>
> Humpty Dumpty smiled contemptuously. 'Of course you don't--till I tell you.' I meant 'there's a nice knock-down argument for you!'
>
> But 'glory' doesn't mean 'a nice knock-down argument,' Alice objected.
>
> 'When I use a word,' Humpty Dumpty said, in a rather scornful tone, 'it means just what I choose it to mean--neither more nor less.'
>
> 'The question is,' said Alice, 'whether you can make words mean so many different things.'
>
> 'The question is,' said Humpty Dumpty, 'which is to be master--that's all' (Carroll, 1862).

Since words can, indeed, "mean so many different things," an explication and historical perspective regarding the assumptions that underpin Individually Guided Education as the concept which provided the context for this research, are instantiated into this analysis.

Individually Guided Education

Growing in part out of the aspirations of an emerging industrial society and the accompanying pressure for and perceived value of technological efficiency (see, for example, Taylor, 1911; Bobbitt, 1918; Charters, 1923; Tyler, 1949), the field of curriculum development during the 1950's continued to be typified by a rhetoric reflecting an essentially efficiency oriented, value-neutral position. It was in this educational milieu, in the aftermath of Sputnik and the 1958 National Defence Education Act, that Individually Guided Education emerged as a major educational innovation.

As the following excerpt from the Research and Development Center's 1967 Annual Report illustrates, IGE embodies the production emphasis of the efficiency and systems management models:

> Modern schools are being built that permit the design of a total instructional system in which space, equipment, content, and materials of instruction, organization of instruction, instructional methods, teachers and other instructional personnel, and students may be brought together in a more meaningful fashion to improve efficiency of cognitive learning (Third Annual Report, 1967, p. 86).

The Instructional Programming Model (IPM), the core of the IGE system, further refines the systems concept through processes such as defining the program objectives in measurable terms; organizing instruc-

tional experiences to bring students from point A to point B with maximum efficiency; and evaluating progress based on the discrepancy between stated goals and actual performance. The IPM thus exemplifies an industrial productivity model applied to education wherein it is assumed that student characteristics can be matched to specific activities or groupings to achieve certain predictable results.

This preoccupation with the wording of goal statements and output measures typified by the IGE system can serve to divert attention from the alternatives to and implications of these actions. While efficient schools can undoubtably expedite the movement toward desired personal and societal goals, efficiency may become an end in itself as students become transformed into manipulatable abstractions called "learners." Habermas (1971) articulated the problem clearly when he discussed the logic that encourages people to view complex problems (such as the content and structure of school curricula) as technological puzzles that can be "solved" through the application of an engineering rationale. Habermas warns of the limits that this transformation of major dilemmas into technical problems places upon the uncertainty and ambiguity which make human action a personal statement. Furthermore, the transformation of political dilemmas and ethical questions into technical concerns has other consequences potent for this discussion. Most importantly, it creates and reinforces an apparently value-neutral

language and perspective which objectifies action and thus acts to deflect criticism from the fundamental policies of the bureaucratic structure--often with the ironic effect of reassuring the public that serious changes need not occur in educational settings. (See also Edelman's (1964) discussion of "socially pathic" language as encouraging identification with the existing institutional structures; and Popkewitz' (1979) argument regarding the effects of the technicality of scientific discourse.)

The formal or manifest purposes of an activity or innovation do not exhaust the complexity of its latent meanings and interconnections within its environment (Lortie, 1964). The questions that have been raised regarding the consequences of the efficiency rationale within the context of Individually Guided Education acquire additional potency when applied to the models of change and decision making within which the IGE system can be viewed. The following section discusses the assumptions undergirding the models in which this research was grounded, and the implications of these assumptions for the empirical data.

Models of Change

A multiplicity of models, common sense orientations, and symbol systems exist with respect to the concept of change. In that all of these change models represent not only established traditions of academic inquiry but also stipulative assumptions regarding human nature and the nature of society (e.g., teachers have certain ideas about the capacities of their students; managers have certain views

regarding what motivates their employees to work. . .), no single symbol system has ontological priority over another. All are equally "real." Given this, one's choice of orientation becomes, in some ultimate sense, a "matter of taste" (Feyerabend, 1965).

By acknowledging the contributions of a multiplicity of approaches, however, one does not abdicate one's responsibility for specifying what constitutes an adequate explanation. Conventional models of educational change, including the six models reviewed previously, focus on varied methods and questions but nevertheless share certain core assumptions about social reality. The adequacy of these assumptions for generating a powerful theory of change will be briefly examined.

The Problem-Solving; Social Interaction; Research, Development, and Diffusion; and Linkage models, as well as the IGE and CBAM models, are grounded in an implicit acceptance of the given "world order" of a social system. The consequences of taking certain social structures for granted has direct social and political implications, namely, that the possibility of change of the total structure is absent; that universal consensus on prevailing values and institutional arrangements exists; that processes which occur within the system, as a function of its design, follow recurring patterns; and that these social systems exist in isolation from other systems. (Dahrendorf (1958) pointed out that these features of equilibrium or consensus models are the very ones which have been charactertized as Utopian or ideal, from Plato's Republic to Orwell's 1984). The equilibrium

models essentially assume that schools vis-a-vis organizations are orderly, controllable, and predictable, and that therefore the rational procedures they postulate for altering these organizations are universally appropriate. Successful change implementation is dependent on the assumption of a common conception of policy shared by all the participants in the process, and consists of some serendipitous combination of administrative control and/or those changes in the work routine that are necessary to conform with a bureaucratic statement of intent. Implementation failures, therefore, result from poor administrative control, e.g., poorly defined policies or vaguely defined responsibilities, a persistence of bureaucratic routines, and/or a lack of consensus and commitment among the implementors.

The theoretical roots of the theories are diverse, but they share the assumption of a high degree of normative consensus, and a strong, conservative bias toward the desirability of adaptive, incremental change. Consequently, the models fail to come to grips with the concepts of power and conflict in accounting for what happens when control, routine, and consensus fail, or, as Warren Bennis (1966, p. 77) argues, they seem "most appropriate under conditions of trust, truth, love, and collaboration." Their basically isolated, technical assessment of how and why change occurs is unable to account for the influence of exogenous factors, the mechanisms of historical transition, or the multiplicity of factors (e.g., the relative lack

of structure and determinacy, and the dispersion of resources and responsibilities) which characterize educational organizations. It is hardly surprising, therefore, that the Levels of Use instrument grounded in the Concerns-Based Adoption Model (CBAM) may not have been sufficiently sensitive to the complex dimensions of innovative action that occurred in the research sites.

The Concerns-Based Adoption Model (CBAM)

The data on teacher implementation of the IPM were collected via the Levels of Use of the Innovation (LoU) semi-structured interview procedure. The sample consisted of 50 teachers, ranging from those who had had less than a year of experience with the IPM to those who had had over five years of experience with the innovation. The distribution of the overall Levels of Use ratings for this stratified sample was presented in Tables 3.3 and 3.4, and indicated that nearly 75 percent of the users of the IPM innovation were clustered at the IVA Routine Level of Use.

The severely restricted variance exhibited by the Levels of Use data had critical consequences for the direction of this research study. It precluded establishing a working definition of teacher participation, and thus prevented explication of the selected dimensions of the relationship between participation and innovativeness proposed in the hypotheses. The problemmatic Levels of Use data precipitated a "sense of intellectual crisis" from which two questions emerged: what were the possible factors which contributed to the restricted LoU distribution, and, furthermore, what underlying assumptions would

have to be met to make these factors plausible? Four possible explanations of the restricted variation are explored in the following section. Although discussed separately, it is recognized that the content and impact of these influences are interrelated, and that attributing causality to any one of them would be both premature and misleading.

The first factor to be considered in interpreting the Levels of Use data is the role of the interviewer and/or rater. That role is pertinent to the debate over the ideal of educational research as a disinterested service to the American public, and could have prompted Becker's (1967) comments:

> To have values or not to have values: the question is always with us. When sociologists undertake to study problems that have relevance to the world we live in, they find themselves caught in a crossfire. Some urge them to not take sides, to be neutral and do research that is technically correct and value free. Others tell them that their work is shallow and useless if it does not express a deep commitment to a value position. . . . I propose to argue that it is not possible (to do research that is uncontaminated by personal and political sympathies) and, therefore, that the question is not whether we should take sides, since we inevitably will, but rather whose side are we on? (Becker, 1967, p. 33).

Discussions of field-based data collection utilizing observations and interviews frequently focus on the seminal issues of observer/interviewer objectivity and bias (e.g., MacDonald & Norris, 1978; Wolcott, 1978; Smith, 1978) in addition to related issues such as ethics and respondent-researcher interaction. Given that the "data" of all social science research (especially, or most obviously, field research) consists of the behavioral actions and interactions of

people whose subjective realities include individual beliefs and attitudes (Dallmayr & McCarthy, 1977), Becker's final argument seems particularly well taken, i.e., it seems pointless to try to determine if or to what extent interviewer or rater bias influenced the Levels of Use data. Rather, it is critical to note that extensive precautions were taken to assure the validity of the data, including interviewer attendance at LoU training workshops; the establishment of inter-rater reliability; and a cross-check of the interviewer(s) and raters through rating of random tapes by individuals not involved with the study, and that error because of interviewer inadequacy is therefore unlikely.

The second factor bearing consideration in the interpretation of the LoU data is the "reality" of the research sites themselves. In this case, the question becomes: are the similarities which characterize the majority of the research schools (i.e., midwest non-urban IGE schools) sufficient reason to believe that these schools may indeed be implementing the IPM at approximately the same level of use? Whether this argument is a viable one is once more a matter of judgment. The sample of ten schools was randomly selected from 136 sites in Wisconsin which were stratified according to what appeared from the literature to be critical considerations (i.e., years as an IGE school; urban or nonurban location; and use of R & D Center curricular products). While it is plausible to consider that the stratification and random sampling did not produce schools with differing levels of implementation, the following explanation of the results

of in-school observations makes this a less compelling argument.

Fox (1969) noted that "perhaps the single critical element in achieving success with the interview technique is the interviewer's ability. . .to elicit honest and complete responses" (Fox, 1969, p. 544). For the purposes of establishing an accurate assessment of an individual teacher's level of use, it was particularly important that the respondents feel free to provide detailed information on aspects of their instructional program such as the types of materials used with students, or the extent of their evaluation procedures. The norms of schooling are such that there are generally apparent "right answers" to interview questions such as these. Moreover, the IGE system requires and builds in structures such as the norm of "shared decision making" to create a high degree of faculty consensus around general statements of educational goals. Thus, as noted by Popkewitz (1976), the very abstractness of purpose statements such as "to allow every child to feel worthwhile" permits teachers with diverse beliefs and practices to accept--and repeat--such "party-line" goals and instructional policies without feelings of contradiction. It is therefore plausible that the narrow range of the levels of use ratings reflected a narrow range of language and symbol systems, and a strong norm of consensus.

Interestingly, however, the observations conducted in the schools to verify the LoU ratings provided another perspective. The self-reports that teachers gave regarding their use of the IPM

resulted in nearly three quarters (74%) of them being placed in the IVA category of use where the range of user behavior is "from: the user who is settled into a routine with virtually no change in use; to: the user who, while highly concerned about clients, only varies use as a part of an established way of doing things" (Loucks et al., 1975, p. 183). When the teachers were observed in the classroom, however, the wide range of teacher behaviors suggested that significant differences in implementation behavior did exist (Barrows, 1979), but along the dimensions of configuration (what was being implemented) and scope (to what extent the innovation was being implemented) rather than the "how well" dimension that the LoU seemed to be assessing. Thus, the simple use/non-use definition inherent in the LoU interview may have simply failed to provide rich enough information to accurately describe teacher implementation patterns and adaptations.

The difference between the restricted range of the Levels of Use ratings and the widely variant observed teacher behaviors highlights the fourth factor to be considered with regard to the Levels of Use data: the Levels of Use of the Innovation interview, and, more broadly, the Concerns-Based Adoption Model (CBAM).

The developers of the CBAM model postulated a number of key assumptions that have direct relevance to the present discussion (Hall et al., 1973; Hall, 1978). For example, in reflecting upon the CBAM model and its use, the developers stated that "perhaps its

greatest contribution is in assisting educators to use innovations more effectively and more quickly" (Hall et al., 1973, p. 28). From this statement, it appears that consensus is assumed about the value of innovations, and about the desired goal of quick, efficient innovation implementation. Moreover, the users (teachers) are characterized as implicitly passive and powerless individuals who are "assisted" in an implementation procedure in which "successful" implementation seems to be defined in terms of its congruity with the declaration of purposes (manifest and/or latent) on the part of the administration.

Furthermore, the developers have emphasized the view that change is a process, and entails movement through identifiable and predictable perceptions, feelings, and skill levels (Hall, 1978, pp. 3-4). The concepts and consequences of the emphasis on technological efficiency and productivity with respect to the consensus change models in general have been noted earlier. Popkewitz' (1979) comment, however, is worth noting with respect to the CBAM model of change in particular: "it creates an impression of a 'process' of change that is external to social contexts and social meanings. . . a 'process' which contains a universal set of procedures appropriate for any group or for any purpose" (Popkewitz, 1979, p. 13). Through the creation of these universally accurate and appropriate procedures, an ironic, illusionary precision becomes attributed to the language and process of change--and thus deviance from or variance within response options can only be recognized within defined parameters or, specifically, levels of use.

The explication of an example of the technical predictability suggested by the Levels of Use interview helps to illustrate a basic weakness of the CBAM model, i.e., measurement can only be as good as the conceptual understanding of the phenomena.

The following excerpt from the Levels of Use training manual describes the LoU interviewing and rating procedures:

> The LoU interview has one principal objective: to gather enough information from an individual about his/her use of an innovation to assign a Level of Use. To accomplish this, evidence is gathered in two independent ways. One way is by questioning the interviewee about overall level of use by using the Decision Points. . .the other way. . . is by probing each of the categories. Information about where the individual stands in terms of the Decision Points and in each of the categories provides the basis for making an overall LoU rating (Loucks et al., 1975, p. 22).

Loucks et al. (1975) noted that the four Decision Point questions are not meant to definitively determine the LoU of the individual. However, examination of the purposes of the LoU interview questions presented in Table 4.1 and of the branching format of the LoU interview illustrated in Appendix D indicate an essentially dichotomous process of elimination wherein the respondent's answers to the Decision Point questions provide a context for a yes-no, use/non-use decision on the part of the rater with respect to the possibilities for that respondent's Level of Use. This reduction of the potential complexity of an interview response to a series of dichotomous decision points epitomizes the point of Habermas' (1971) which was discussed earlier: i.e., that complex human actions become reduced and objectified into technological puzzles solvable with an applied industrial

Table 4.1

LEVELS OF USE INTERVIEW QUESTIONS

Question	Purpose
Are you using the [illegible]vation?	To distinguish between users and nonusers; to break LoU 0-II from LoU III-VI.
IF YES	
What do you see as the strengths and weaknesses of the innovation in your situation? Have you made any attempt to do anything about the weaknesses?	To probe Assessing and Knowledge categories.
Are you currently looking for any information about the innovation? What kind? For what purpose?	To probe Acquiring Information category.
Do you ever talk with others about the innovation? What do you tell them?	To probe Sharing category.
What do you see as being the effects of the innovation? In what way have you determined this? Are you doing any evaluating, either formally or informally, of your use of the innovation? Have you received any feedback from students? What you have done with the information you get?	To probe Assessing category.
Have you made any changes recently in how you use the innovation? What? Why? How recently? Are you considering making any changes?	To distinguish between LoU III (user-oriented changes), LoU IV B (student-oriented changes) and LoU IV A (no or routine changes); to probe Status Reporting and Performing categories.
As you look ahead to later this year, what plans do you have in relation to your use of the innovation?	To probe Planning and Status Reporting categories.

Question	Purpose
Are you working with others (outside of anyone you may have worked with from the beginning) in your use of the innovation? Have you made any changes in your use of the innovation based on this coordination?	To separate LoU V from III, IV A and IV B. If a positive response is given, LoU V probes (below) are used.
Are you considering or planning to make major modifications or to replace the innovation at this time?	To separate LoU VI from III, IV A, IV B and V.
LoU V Probes	
How do you work together? How frequently?	
What do you see as the strengths and the weaknesses of this collaboration?	
Are you looking for any particular kind of information in relation to this collaboration?	
When you talk to others about your collaboration, what do you share with them?	
Have you done any formal or informal evaluation of how your collaboration is working?	
What plans do you have for this collaborative effort in the future?	

Source: Loucks, S. F. et al. Measuring Levels of Use of the Innovation: A Manual for Trainers, Interviewers, and Raters. Austin: University of Texas, 1975.

Table 4.1 (continued)

Question	Purpose
IF NO	
Have you made a decision to use the innovation in the future? If so, when?	To separate Lev 0 from I; to probe Status Reporting, Planning and Performing categories. To separate LoU I from II.
Can you describe the innovation for me as you see it?	To probe Knowledge category.
Are you currently looking for any information about the innovation? What kinds? For what purposes?	To probe Acquiring Information category.
What do you see as the strengths and weaknesses of the innovation for your situation?	To probe Assessing category.
At this point in time, what kinds of questions are you asking about the innovation? Give examples if possible.	To probe Assessing, Sharing and Status Reporting categories.
Do you ever talk with others and share information about the innovation? What do you share?	To probe Sharing category.
What are you planning with respect to the innovation? Can you tell me about any preparation or plans you have been making for the use of the innovation?	To probe Planning category.
Can you summarize for me where you see yourself right now in relation to the use of the innovation? (Optional Question)	To get a concise picture of the user's perception of his/her use or nonuse.
Past Users	
Why did you stop using the innovation?	
Can you describe for me how you organized your use of the innovation, what problems you found, what its effects appeared to be on students?	
When you assess the innovation at this point in time, what do you see as the strengths and weaknesses for you?	

technology. With the LoU, the result of this transformation is that responses which in fact may reflect very different belief systems and actions (as illustrated by the discrepancy between LoU ratings and observed classroom behavior) must become reduced to one of seven linearly predictable LoU ratings--a range which seriously limits the complexity of possible human interaction, and within which a finding of restricted variance seems less astonishing.

To summarize thus far, the system of Individually Guided Education (IGE) and the selected change models were critically reviewed in terms of their assumptions about the goals of human behavior and the appropriate methods to attain these goals. The pervasive themes of technological efficiency and value neutrality were then discussed within the context of four interrelated factors which could account for the restricted variance in the Levels of Use data: the role of the interviewer and/or raters; the possibility of an actual no variance situation; the effect of a "party-line" response from the teachers, and the assumptions and design of the Levels of Use interview instrument. The following section extends the analytical process which was summarized for the change models and Levels of Use of the Innovation instrument to the participative decision-making frameworks and instrumentation.

Participative Decision Making

The historical and theoretical traditions underpinning Individually Guided Education (IGE) as the context for this research effort were reviewed previously in this discussion. This section

will focus on the concept of participative or shared decision making as it is perceived within the IGE school structure.

IGE was developed through the application of research and development strategies as an alternative to the "age-graded self-contained classroom organization for instruction" (Klausmeier et al., 1971, p. 3). In general, the developers perceived school staff members as spending an inordinate amount of their "energy and time in keeping the school going and devoting little effort to curriculum improvement or to the related research and development activities that are necessary to continuous improvement of educational practice" (Klausmeier et al., 1971, p. 4). Therefore, an organizational-administrative structure was designed as a major component of the IGE system to provide for "educational and instructional decision making at appropriate levels; open communication. . .and accountability" (Klausmeier et al., 1971 p. 17). According to Klausmeier et al. (1971), the effective functioning of this administrative structure required that the role and contribution of each staff member be clearly delineated, and that each individual's "best contribution" be solicited toward the objective of "high (staff) productivity through allocating responsibility and related decision making to appropriate individuals and groups" (Klausmeier et al., 1971, p. 8). The literature inferred that the high staff productivity was then assumed to contribute to the realization of the IGE goals of productive schools, and students who were learning well and developing as responsible citizens.

The IGE application of participative decision making as a social technology by which people are manipulatable toward a maximum output corresponds closely to Dachler and Wilpert's (1978) productivity and efficiency paradigm (see Chapter I for an overview of this framework). They observe that:

> . . .the productivity and efficiency tradition limits participatory arrangements in scope and intensity, restricts them to issues surrounding task accomplishment, and, characteristically leaves them under the complete control of management so that there is no intended challenge to the basic power prerogatives of business leaders. . . . Participation is seen, implicitly, at least, as a relatively unimportant way to ensure the stability of the current social and economic order, to increase industrial productivity, and to avoid costly and disruptive labor unrest and sabbotage (Dachler & Wilpert, 1978, p. 9).

Thus, people (i.e., teachers) are socialized and administrative controls are constructed so that the actions individuals take in their own perceived self-interest are also in the best interests of the organization (i.e., school), and so that the likelihood of substantive dialogue (and, therefore, possible conflict) is reduced.

Within this framework, then, it became important to re-examine the Decisional Participation Inventory (DPI), its assumptions, and the implications of its descriptive findings. The discussion will be based on four major dimensions of participatory systems identified by Dachler and Wilpert (1978). These dimensions are not meant to be discrete or exhaustive; rather, they provided a multidimensional continuum along which the concept of participation as utilized in this study and defined by the DPI could be explicated.

The first major dimension along which participatory systems may vary is the base of legitimization. The base of legitimization may range from a formal base (i.e., an explicit, recorded agreement imposed on or granted to an organization) to an informal base (i.e., non-statuatory consensus which emerges among organization members) or include dimensions of both. The conceptual issues arising from the degree of informality or formality of participation are closely tied to the values of the developers and to the goals which participation is to serve in a particular context. Within the IGE schools identified as research sites for this study, a formal base for the legitimization of participatory decision making existed as defined by the organizational-administrative component of the IGE system. Thus, a norm of at least symbolic participation could be expected to exist in the IGE schools; whether and how this symbolic participation was translated into an informal base of legitimization is a question specific to the context of each school, and a question whose answer may have powerful implications for the further study of innovation implementation.

The second major dimension of participatory systems to be addressed here is the dimension relating to the intensity of the participating arrangement. Direct participation (i.e., immediate, personal involvement of organizational members in organizational decisions) is the implicit standard of "ideal" within all the participative decision-making frameworks; however, the debates over the complexity, practicality, and effectiveness of direct participation

systems have been intense and continuing (see, for example, Strauss, 1963; and Lowin, 1968). Although research has also reflected little systematic knowledge with regard to indirect participation systems (Dachler & Wilpert, 1978), the work of Furstenberg (1958) and Wilpert (1975) has some interesting implications for participation data of the type derived from this research. These authors found that the mediating role of work councils in Germany was likely to lead to the professionalization of such roles, creating vested interests for the mediators to keep their positions, and often leading to conflict between the representatives and their constituencies. Give the broad responsibilities and potentially influential position of the IGE unit leader, the possibility of such unintended consequences seems apparent, and future research on the role of participatory decision making in IGE schools might include consideration of teacher position (i.e., unit leader, staff teacher, classroom teacher) as a possible discriminating variable.

The third major dimension of participatory decisional systems relates to the access to the actual making of a decision, or the amount of influence subordinate can exert toward a particular decisional outcome. Much of the research on group decision making as power sharing (e.g., Likert, 1967; Vroom, 1970) recognized a participatory leadership style primarily in terms of its manipulative characteristics, and sought to increase involvement of subordinates but only with respect to those issues which the manager viewed as

appropriate. Thus, this type of research has traditionally defined the participation continuum as ranging from "no input" to "opinions are considered." The Decisional Participation Inventory expanded the response continuum to include "make the decision," and from 2 to 58 percent of the total respondents indicated this option as their desired extent of involvement on every decisional issue. It must be considered, however, that within the context of IGE schools, the principal is ultimately responsible and sets the limits within which teachers have decisional discretion, and that the IGE model is essentially a consensus model. The manifest and latent meanings of the option "make the decision" require explication within individual school contexts to determine whether a viable power-influence system (where teachers have actual bargaining and veto power) actually exists to give meaning to the full range of behaviors on the extent continuum.

The fourth major dimension which can be used to describe participatory systems relates to the content, complexity, and importance of the decisional issues themselves. Research within the productivity and efficiency orientation has raised arguments in favor of limiting subordinates' decisions to those issues affecting their immediate organizational role, and which are in line with their current abilities and needs (e.g., McGregor, 1960; Alutto & Belasco, 1972; Heller & Wilpert, 1977). Exactly what issues are important to participants, and what issues should and can effectively be included in

the realm of the participatory system are once again a function of context, and can be determined through either the subordinates' perceptions or the administration's perceptions of how worker abilities and needs translate into the range of "appropriate" decisional issues. In the case of the DPI, the importance scale provided a sense of the respondents' priorities within the parameters of the issues included in the instrument. Although every attempt was made to validate the content of the decisional issues, the instrument issues nevertheless reflected only what previous researchers had viewed as important, what the IGE developers projected as important decisions with regard to the Instructional Programming Model, and what the group of IGE teachers and professionals viewed as important given the content and parameters of the set of issues already presented to them.

The major conclusion from the previous review of four dimensions of participatory systems parallels Chanon's (1977) remarks regarding the degree to which failures of logic are enshrined in the canons of research practice:

> . . .what we must keep in mind while reading those endless lists of fragemented perceptions of fragmented behavior is how very differently from all this we think of real individuals when we are alert, imaginative, probing, and sympathetic. The full scale of the offense may then dawn on us. To a question like 'Are you happy (friendly/kind/brave/honest/well mannered/jealous) not at all/not very often/some of the time/most of the time/all of the time?"--and the vast majority of questions are constructed on this basic model--there can only be one sane answer, namely, It all depends (Chanan, 1977, p. 8). (Emphasis in original.)

Instruments such as the Decisional Participation Inventory can provide valuable information regarding the participation phenomenon, in this instance, a formal base of legitimization was taken for granted; an investigation of the informal base would appear critical to a classroom implementation effort. The intensity of the participation phenomenon was assumed equal across unit leaders and teachers; this assumption bears investigation across a range of research sites. The selected dimensions of participation (i.e., frequency and extent) of the DPI represent a true continuum only to the degree that each response option represents a viable alternative within each school setting; generalizations about the latent meaning of options such as "make the decision" are naive' and premature. And, finally, the content, complexity, and importance of the decisional issues can be determined from both the administration's and the subordinates' vantage points; the specification of whose perspective is being utilized provides critical information in determining the potential of a participatory system.

This discussion is not intended to deny the potential usefulness of quantitative measures or of the findings which they generate, but rather to suggest that a careful explication of a) the interrelationships of the values, assumptions and goals of the developers and implementers; b) the dimensions of the participatory arrangements; and c) the expected and actual outcomes within each participatory context is necessary for a sensitive analysis of the potential meaning

of the data. Fragmented, incremental information couched in a supposedly neutral language fails to reflect the complexity of participatory social systems in the real world and, at the same time, by sounding scientific and "expert," it can contribute to participant quiescence by focusing attention on the technical attributes of participation rather than on its political and ethical consequences.

Conclusions

Apple (1974) comments that making education a technical problem ignores the fact that education is "not 'just' an interaction among teachers and students but also a profoundly interpersonal act of influence" (Apple, 1976, p. 26). The ethical implications of this statement suggest that a reflective mode of inquiry is critical if educators are to be aware of the reasons and intentions that guide them in establishing and maintaining the institutions which shape the lives of students in such a myriad of ways. Statistically elegant but closed theories can alone do little to contribute to the understanding of the relationship between epistemology, social theory, and applied social change. When the existing values and social structure are taken as "given," change theories cannot inform policy beyond consideration of costs and benefits of alternatives within the existing status quo. Thus, research within this paradigm becomes incapable of reflecting on its own ethical and political positions and can easily become the instrument of technocratic control.

This study has evolved as an expression of growth from doubt and reflection to certainty and action. As such, this chapter has reflected conflicting interpretations, value differences, and incomplete closure. The study generated issues and information surrounding often taken-for-granted views of the change process and dimensions of decisional participation; it yielded implications for both the practitioner and the researcher. But most importantly, it stimulated the researcher's sense of intellectual crisis, and provided a forum for the initial exploration of its implications.

> What was so shocking in Galileo's astronomical discoveries? That there was so much going on in the sky and the astronomical order was so much less definite than one could happily believe before (Kohler, 1970).

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In mounds of books
where verses lie buried,
you may find by chance
iron-filed lines of poems;
handle them with the care
that respects
ancient
but terrible weapons.
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APPENDICES

APPENDIX A

Project on Studies of the Implementation
of Individualized Schooling Survey Form

Your School

NAME AND ADDRESS OF SCHOOL _____ TELEPHONE _____

How many years has your school been an IGE school? _____

How many Instructional Units do you have with regular classroom teachers? _____

How many MAPE Units do you have in Music, Art, Physical Education only? _____

How many Special Service Units do you have in EMR, LD, Guidance, etc.? _____

How many students attend your school? _____

How many classroom teachers do you have? _____

How many support staff do you have in Music, Art, PE, EMR, LD, etc.? _____

How many paid aides do you have? _____

How would you best describe your building design? (Please check)

_____ Traditional "egg crate" single classroom design

_____ Pod design

_____ Open design

_____ Other

Who is the building principal? _____ How many years? _____

Wisconsin R&D Center Products

	Developing Mathematical Processes DMP	The Wisconsin Design: Word Attack	Comprehension	Study Skills	Creative Reading	Interpretive Reading	Self-Directed Reading	Individually Guided Motivation IGM	Pre-Reading Skills PRS
Please check any of these curricular materials currently in use.									
Please check any of these curricular materials you have used but are no longer using.									
How many years have you or did you use these curricular materials?									
Please check any of these curricular materials your school is considering adopting.									
Please list the grade level(s) in which these curricular materials are currently being used.									
Have you modified any of these curricular materials?	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Are these curricular materials being used in a nongraded or multiaged setting?	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Name the person in your school currently using the curricular materials who can be contacted for further information. (Optional)									

Non R&D Center Products

	Reading	Mathematics	Language Arts	Spelling	Penmanship
Please indicate the name of the publisher or series.					
Please list the grade level(s) in which the curricular materials are currently being used.					
Have you made any modifications in the publishers' program?					
Has your school or district developed its own scope or sequence?					
Are these curricular materials being used in a nongraded or multiaged setting?					
Name the person in your school currently using the curricular materials who can be contacted for further information. (Optional)					

	Science	Social Studies	Music	Art	Physical Education	Other
Please indicate the name of the publisher or series.						
Please list the grade level(s) in which the curricular materials are currently being used.						
Have you made any modifications in the publishers' program?						
Has your school or district developed its own scope or sequence?						
Are these curricular materials being used in a nongraded or multiaged setting?						
Name the person in your school currently using the curricular materials who can be contacted for further information. (Optional)						

Are there any special features of your school's instructional program that you feel are worthy of special mention? Please briefly describe them.

What special inservice needs do you feel would improve your school's instructional program? Please briefly describe them.

APPENDIX B

Decisional Participation Inventory (DPI)
Pilot Questionnaire

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DECISIONAL PARTICIPATION INVENTORY

You are being asked to participate in the development of a "Decisional Participation Inventory" questionnaire to be used by the Wisconsin Research and Development Center for Individualized Schooling in its study of IGE elementary schools in Wisconsin.

The purpose of the final form of the questionnaire will be to assess the frequency and extent of teacher involvement in the decision-making process in elementary schools and how this might relate to teacher innovativeness.

The purpose of this initial draft is to question the validity of the decisional issues which will eventually be used in the final questionnaire.

To assist in this task, you are asked to answer three questions about each of the decisional issues:

1) In Parsons' terms (see explanation below), does the decisional issue appear to be primarily a technical, managerial, or institutional decision;

2) Substantively, should the decisional issue be deleted, substituted for, or is the issue appropriate as it is;

3) Structurally, is the wording of the issue ambiguous, contain excessive jargon, or acceptable in its present form.

Finally, you are asked to please complete the attached draft copy of the instrument.

Brief Description of Parsons' Theory

The organizational theorist, Talcott Parsons, argues that classical theories of organization have tended to emphasize the concept of "line" authority throughout the organization, and have neglected to distinguish between the differentiated levels of decision making within the hierarchy. He claims that every organization can be divided into three distinct levels or domains of operation:

1) The Technical System--decision related to the level at which materials are processed or people are served (e.g., teachers in units or subject departments).

2) The Managerial System--decisions related to the level which controls decisions about the type and quantity of products to be produced or the type of clients to be served (e.g., administrators in the school).

3) The Institutional System--decisions related to the level at which the organization is related to the community in general (e.g., school boards, district and state educational agencies).

According to Parsons, the nature of the work involved requires a different type of expertise at each of these levels and only rarely will the administrator in one level be an expert in the tasks performed at another level.

Please feel free to suggest alternative issues, and/or to make comments regarding format, etc.

THANKS VERY MUCH FOR YOUR HELP!

DECISIONAL ISSUES

DECISIONAL ISSUES	DOMAINS (circle one)	USE/NON-USE (delete, substitute, okay)	COMMENTS (ambiguous, jargon, acceptable, etc.)
1. Hiring new professional personnel.	T M I	D S OK	
2. Selecting specific instructional tests.	T M I	D S OK	
3. Resolving learning problems of individual students.	T M I	D S OK	
4. Determining appropriate instructional methods and techniques.	T M I	D S OK	
5. Establishing general instructional policies.	T M I	D S OK	
6. Establishing unit disciplinary policies.	T M I	D S OK	
7. Planning school budgets.	T M I	D S OK	
8. Determining specific professional assignments.	T M I	D S OK	
9. Resolving employee grievances.	T M I	D S OK	
10. Planning new buildings and facilities.	T M I	D S OK	
11. Resolving problems with community groups.	T M I	D S OK	
12. Determining professional salaries.	T M I	D S OK	
13. Formulating the general educational objectives to be attained by the student population.	T M I	D S OK	
14. Establishing the range of educational objectives for students within your unit.	T M I	D S OK	
15. Developing procedures, including instruments, for assessing the level of student achievement, motivation, and learning style.	T M I	D S OK	

DECISIONAL ISSUES	DOMAINS (circle one)	USE/NON-USE (delete, substitute, okay)	COMMENTS (ambiguous, jargon, acceptable, etc.)
16. Determining specific educational objectives for individual students within your unit.	T M I	D S OK	
17. Determining the grouping procedures to be used for instruction.	T M I	D S OK	
18. Deciding the curriculum content within each subject area.	T M I	D S OK	
19. Determining the amount of time spent in each type of learning activity (e.g., independent, small group or large group) for each student.	T M I	D S OK	
20. Determining the amount of teacher assistance for each student.	T M I	D S OK	
21. Assessing the attainment of educational objectives for each student.	T M I	D S OK	
22. Determining the learning (recycling) sequence for the instructional objectives for each student.	T M I	D S OK	

KEY: Domains

T = Technical

M = Managerial

I = Institutional

EXTENT OF PARTICIPATION IN ORGANIZATIONAL DECISIONS

Directions: We are interested in learning (1) the extent to which you actually participate in the decision making regarding 22 situations which might occur in the operation of your school or unit, and (2) the extent to which you would like to participate in these decisions. Section I below asks you to judge your actual extent of participation in the 22 situations, while Section II asks you to specify your desired extent of participation. In both cases, you are asked to respond by circling one of five responses: (1) make the decision; (2) recommend a decision; (3) suggest possible alternative decisions; (4) provide and/or gather information regarding the decisions; (5) not participate. Please respond to each situation in both sections.

SECTION I: To what extent do you ACTUALLY participate in. . .

Situation	Make the Decision	Recommend a Decision	Suggest Possible Alternative Decisions	Provide or Gather Information	Not Participate
1. Hiring new professional personnel.	1	2	3	4	5
2. Selecting specific instructional tests.	1	2	3	4	5
3. Resolving learning problems of individual students.	1	2	3	4	5
4. Determining appropriate instructional methods and techniques.	1	2	3	4	5
5. Establishing general instructional policies.	1	2	3	4	5
6. Establishing unit disciplinary policies.	1	2	3	4	5
7. Planning school budgets.	1	2	3	4	5
8. Determining specific professional assignments.	1	2	3	4	5
9. Resolving employee grievances.	1	2	3	4	5
10. Planning new buildings and facilities.	1	2	3	4	5
11. Resolving problems with community groups.	1	2	3	4	5
12. Determining professional salaries.	1	2	3	4	5
13. Formulating the general educational objectives to be attained by the student population.	1	2	3	4	5

Extent, SECTION I (cont'd.)

Situation	Make the Decision	Recommend a Decision	Suggest Possible Alternative Decisions	Provide or Gather Information	Not Participate
14. Establishing the range of educational objectives for students within your unit.	1	2	3	4	5
15. Developing procedures, including instruments, for assessing the level of student achievement, motivation, and learning style.	1	2	3	4	5
16. Determining specific educational objectives for individual students within your unit.	1	2	3	4	5
17. Determining the grouping procedures to be used for instruction.	1	2	3	4	5
18. Deciding the curriculum content within each subject area.	1	2	3	4	5
19. Determining the amount of time spent in each type of learning activitiy (e.g., independent, small group or large group) for each student.	1	2	3	4	5
20. Determining the amount of teacher assistance for each student.	1	2	3	4	5
21. Assessing the attainment of educational objectives for each student.	1	2	3	4	5
22. Determining the learning (recycling) sequence for the instructional objectives for each student.	1	2	3	4	5

EXTENT OF PARTICIPATION IN ORGANIZATIONAL DECISIONS

SECTION II: To what extent would you LIKE to participate in. . .

Situation	Make the Decision	Recommend a Decision	Suggest Possible Alternative Decisions	Provide or Gather Information	Not Participate
1. Hiring new professional personnel.	1	2	3	4	5
2. Selecting specific instructional tests.	1	2	3	4	5
3. Resolving learning problems of individual students.	1	2	3	4	5
4. Determining appropriate instructional methods and techniques.	1	2	3	4	5
5. Establishing general instructional policies.	1	2	3	4	5
6. Establishing unit disciplinary policies.	1	2	3	4	5
7. Planning school budgets.	1	2	3	4	5
8. Determining specific professional assignments.	1	2	3	4	5
9. Resolving employee grievances.	1	2	3	4	5
10. Planning new buildings and facilities.	1	2	3	4	5
11. Resolving problems with community groups.	1	2	3	4	5
12. Determining professional salaries.	1	2	3	4	5
13. Formulating the general educational objectives to be attained by the student population.	1	2	3	4	5
14. Establishing the range of educational objectives for students within your unit.	1	2	3	4	5
15. Developing procedures, including instruments, for assessing the level of student achievement, motivation, and learning style.	1	2	3	4	5

Extent, SECTION II (cont'd.)

Situation	Make the Decision	Recommend a Decision	Suggest Possible Alternative Decisions	Provide or Gather Information	Not Participate
16. Determining specific educational objectives for individual students within your unit.	1	2	3	4	5
17. Determining the grouping procedures to be used for instruction.	1	2	3	4	5
18. Deciding the curriculum content within each subject area.	1	2	3	4	5
19. Determining the amount of time spent in each type of learning activity (e.g., independent, small group or large group) for each student.	1	2	3	4	5
20. Determining the amount of teacher assistance for each student.	1	2	3	4	5
21. Assessing the attainment of educational objectives for each student.	1	2	3	4	5
22. Determining the learning (recycling) sequence for the instructional objectives for each student.	1	2	3	4	5

FREQUENCY OF PARTICIPATION IN ORGANIZATIONAL DECISIONS

Directions: We are interested in learning (1) the frequency with which you actually participate in the decision making regarding 22 situations which might occur in the operation of your school or unit, and (2) the frequency with which you would like to participate in these decisions. Section I below asks you to judge the actual frequency with which you participate in the 22 situations, while Section II asks you to specify the frequency with which you desire to participate. In both cases, you are asked to respond by circling one of four responses: (1) always; (2) often; (3) sometimes; (4) never. Please respond to each situation in both sections.

SECTION I: With what frequency do you ACTUALLY participate in deciding on. . .

Situation	Always	Often	Sometimes	Never
1. Hiring new professional personnel.	1	2	3	4
2. Selecting specific instructional tests.	1	2	3	4
3. Resolving learning problems of individual students.	1	2	3	4
4. Determining appropriate instructional methods and techniques.	1	2	3	4
5. Establishing general instructional policies.	1	2	3	4
6. Establishing unit disciplinary policies.	1	2	3	4
7. Planning school budgets.	1	2	3	4
8. Determining specific professional assignments.	1	2	3	4
9. Resolving employee grievances.	1	2	3	4
10. Planning new buildings and facilities.	1	2	3	4
11. Resolving problems with community groups.	1	2	3	4
12. Determining professional salaries.	1	2	3	4
13. Formulating the general educational objectives to be attained by the student population.	1	2	3	4
14. Establishing the range of educational objectives for students within your unit.	1	2	3	4
15. Developing procedures, including instruments, for assessing the level of student achievement, motivation, and learning style.		2	3	4
16. Determining specific educational objectives for individual students within your unit.	1	2	3	4

Frequency, SECTION I (cont'd.)

Situation	Always	Often	Sometimes	Never
17. Determining the grouping procedures to be used for instruction.	1	2	3	4
18. Deciding the curriculum content within each subject area.	1	2	3	4
19. Determining the amount of time spent in each type of learning activity (e.g., independent, small group or large group) for each student.	1	2	3	4
20. Determining the amount of teacher assistance for each student.	1	2	3	4
21. Assessing the attainment of educational objectives for each student.	1	2	3	4
22. Determining the learning (recycling) sequence for the instructional objectives for each student.	1	2	3	4

FREQUENCY OF PARTICIPATION IN ORGANIZATIONAL DECISIONS

SECTION II: With what frequency would you LIKE to participate in. . .

Situation	Always	Often	Sometimes	Never
1. Hiring new professional personnel.	1	2	3	4
2. Selecting specific instructional tests.	1	2	3	4
3. Resolving learning problems of individual students.	1	2	3	4
4. Determining appropriate instructional methods and techniques.	1	2	3	4
5. Establishing general instructional policies.	1	2	3	4
6. Establishing unit disciplinary policies.	1	2	3	4
7. Planning school budgets.	1	2	3	4
8. Determining specific professional assignments.	1	2	3	4
9. Resolving employee grievances.	1	2	3	4
10. Planning new buildings and facilities.	1	2	3	4
11. Resolving problems with community groups.	1	2	3	4
12. Determining professional salaries.	1	2	3	4
13. Formulating the general educational objectives to be attained by the student population.	1	2	3	4
14. Establishing the range of educational objectives for students within your unit.	1	2	3	4
15. Developing procedures, including instrucments, for assessing the level of student achievement, motivation, and learning style.	1	2	3	4
16. Determining specific educational objectives for individual students within your unit.	1	2	3	4
17. Determining the grouping procedures to be used for instruction.	1	2	3	4
18. Deciding the curriculum content within each subject area.	1	2	3	4
19. Determining the amount of time spent in each type of learning activity (e.g., independent, small group or large group) for each student.	1	2	3	4

Frequency, SECTION II (cont'd.)

Situation	Always	Often	Sometimes	Never
20. Determining the amount of teacher assistance for each student.	1	2	3	4
21. Assessing the attainment of educational objectives for each student.	1	2	3	4
22. Determining the learning (recycling) sequence for the instructional objectives for each student.	1	2	3	4

APPENDIX C

Study Instrumentation: Decisional Participation Inventory (DPI) Levels of Use of the Innovation Interview (LoU)

DECISIONAL PARTICIPATION INVENTORY

Directions: Thirty-four decisional issues are listed on the following pages. You are requested to answer five questions about each decisional issues, and to indicate your response by circling the appropriate numbers across from the question.

9.

Decisional Issues	QUES. #1 IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					QUES. #2 ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				QUES. #3 DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				QUES. #4 ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					QUES. #5 DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
1. Hiring new teaching personnel for your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
2. Hiring new teaching personnel for your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
3. Selecting specific instructional tests for use in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
4. Selecting specific instructional tests for schoolwide use.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
5. Resolving learning problems of individual students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
6. Determining appropriate instructional methods and techniques for students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
7. Establishing general schoolwide instructional policies.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
8. Establishing student disciplinary policies for your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
9. Establishing student disciplinary policies for your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

10.

Decisional Issues	QUES. #1 IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					QUES. #2 ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				QUES. #3 DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				QUES. #4 ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					QUES. #5 DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
10. Planning the budget for your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
11. Planning the schoolwide budget.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
12. Determining specific teaching assignments within your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
13. Determining specific teaching assignments within your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
14. Allocating physical space and facilities within your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
15. Allocating physical space and facilities within your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
16. Resolving unit problems with community groups.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
17. Resolving school problems with community groups.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
18. Formulating the general educational objectives to be attained by the student population of the school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

11.

Decisional Issues	QUES. #1 IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					QUES. #2 ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				QUES. #3 DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				QUES. #4 ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					QUES. #5 DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
19. Establishing the range of educational objectives for students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
20. Establishing the range of educational objectives for students in units other than your own.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
21. Developing procedures, including instruments, for assessing the level of student achievement, motivation, and/or learning style for students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
22. Developing procedures including instruments, for assessing the level of student achievement, motivation, and/or learning style for students in your school	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
23. Determining specific educational objectives for individual students within your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

12.

Decisional Issues	QUES. #1 IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					QUES. #2 ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				QUES. #3 DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				QUES. #4 ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					QUES. #5 DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
24. Determining the grouping procedures to be used for instruction in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
25. Determining the instructional method to be used with students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
26. Determining the procedures to be used in assessing the attainment of educational objectives for students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
27. Determining the procedures to be used in assessing the attainment of educational objectives for students in your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
28. Determining the learning (recycling) sequence for the instructional objectives for each student in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
29. Determining the type and format for reporting student progress to parents in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

33.

Decisional Issues	QUES. #1 IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					QUES. #2 ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				QUES. #3 DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				QUES. #4 ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					QUES. #5 DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
30. Determining the type and format for reporting student progress to parents in your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
31. Determining the tasks and responsibilities of aides and other paraprofessionals in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
32. Determining the tasks and responsibilities of aides and other paraprofessionals in your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
33. Determining the nature of inservice for your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
34. Determining the nature of inservice for your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

INITITAL ADAPTATION OF THE LEVELS OF
USE OF THE INNOVATION INTERVIEW (LoU)

TO THE INTERVIEWER:

Has the interviewee signed a human subjects release form? YES___ NO___
(If no, give them one.)

Decide on a personal code number. It can be the last four social security digits, phone number, birthdate, anything they can remember to use again. Jot it here_____. Do not write their name on this!

Ask for permission to tape. Explain reasons.

Date of interview_____ School Code_____ Status Code_____

Begin Interview

In the ICE literature, we see lots of different terms and abbreviations which stand for complex ideas. One of those terms is the IPM. Are you familiar with the IPM?

○ If YES, proceed with LoU interview.

○ If NO, define the five criteria, then interview.

LoU INTERVIEW SCHEDULE

○ 1. Are you currently using the Instructional Programming Model (IPM) in reading (or math)?

(YES) (NO) (go to 25)

○ 2. Please describe for me how you use the IPM. (Probe for the five essential criteria.)

_____

_____

_____

○ 3. What do you see as the strengths of the IPM in your situation?

_____

_____

_____

Interview (cont'd.)
Page 2

4. And what do you see as the weaknesses of the IPM in your situation?

None or (go to 6) _____

_____

_____

5. What, if anything, have you attempted to do about these weaknesses?

_____

_____

_____

6. Are you currently looking for any information about the IPM?

YES ▼ NO (go to 7)

6a. What kind and for what purpose?

KIND	PURPOSE
_____	_____
_____	_____
_____	_____

7. Do you work with others, outside your unit, in your use of the IPM?

YES ▼ NO (go to 17)

8. Have you made any changes in your use of the IPM based on this coordination?

YES ▼ No (go to 17)

9. How do you work together?

_____

_____

_____

10. What things do you share with each other?

_____

_____

_____

11. How frequently do you work together and share?

_____ per _____

12. What do you see as the effects of this collaboration?

_____

_____

Interview (cont'd.)
Page 3

13. What, if any, particular kind of information are you looking for in relation to this collaboration?

Nothing or _____

_____

_____

14. Do you talk with others about your collaboration?

YES NO (go to 15)

14a. What do you share with them?

_____

_____

_____

15. Have you done any formal or informal evaluation of how your collaboration is working?

YES DON'T KNOW NO

16. What plans do you have for this effort in the future?

_____

_____

_____

17. Do you ever talk with others (inside or outside your unit) about the IPM?

YES NO (go to 18)

17a. What do you tell them?

_____

_____

_____

18. Have you considered any alternatives to the IPM or thought about different ways of doing reading (or math)?

YES NO

19. Are you doing any evaluating, either formally or informally, that would affect your use of the IPM?

YES NO

Interview (cont'd.)
Page 4

20. Have you received any feedback from students that would affect the way you are using the IPM?

YES NO (go to 21)

20a. What have you done with the information that you get?

_____

_____

_____

21. Have you made any changes recently in how you use the IPM?

YES NO (go to 22)

21a. What changes did you make? (Record below.)

CHANGES	WHY MADE (21b.)	HOW RECENTLY (21c.)

(For each change listed ask: 21b. Why did you make it?
21c. How recently did you make it?

22. Are you considering making any other changes?

YES NO

23. Looking ahead to later this year, what plans, if any, do you have in relation to your use of the IPM?

None or _____

_____

_____

24. Are you considering or planning to make major modifications to replace the IPM at this time?

YES NO

24a. Do you use the IPM in any other subject areas? YES NO

Which ones?

TERMINATE

Interview (cont'd.)
Page 5

FOR THOSE NOT CURRENTLY USING IPM

25. How you ever used it in the past?

YES NO (go to 32)

26. When did you use it?_____

27. Why did you stop?_____

28. Can you describe for me how you organized your use of the IPM?

29. What problems did you find?

30. In your opinion, what effects did it appear to have on students?

31. At this point in time, as you assess the IPM, what do you see as its strengths?

32. And at this point in time, what do you see as its weaknesses?

Interview (cont'd.)
Page 6

NOT CURRENT USERS OR NEVER HAVE USED IPM

33. Have you made a decision to use the IPM in the future?

YES NO (go to 34)

33a. Where will you begin using it?

34. Please describe the IPM for me as you see it.

35. Are you currently looking for any information about the IPM?

YES NO (go to 36)

35a. What kinds and for what purpose?

KIND	PURPOSE

36. What do you see as the strengths of the IPM in your situation?

37. What do you see as the weaknesses of the IPM in your situation?

38. At this point in time, what particular questions are you asking about the IPM?

Interview (cont'd.)
Page 7

39. Do you ever talk with others and share information about the IPM?

YES → 39a. What do you share?_____

NO (go to 40)

40. With respect to the IPM, will you tell me about any preparation or plans you have been making for using it?

41. Will you summarize where you see yourself, at the present time, in relation to the use of the IPM?

42. Do you use the IPM in any other subject areas?

YES → Which ones?_____

NO → TERMINATE

43. Please describe for me the subject in which you think you use the IPM in its most developed form.

44. What do you see as the strengths of the IPM in your situation?

45. And what do you see as the weaknesses of the IPM in your situation?

None (go to 47) or_____

Interview (cont'd.)
Page 8

46. What, if anything, have you attempted to do about these weaknesses?

47. Are you currently looking for any information about the IPM?

YES NO (go to 48)

47a. What kind and for what purpose?

KIND	PURPOSE

48. Do you work with others, outside your unit, in your use of the IPM?

YES NO (go to 49)

49. Do you ever talk with others (inside or outside your unit) about the IPM?

YES NO (go to 50)

49a. What do you tell them?

50. Have you considered any alternatives to the IPM or thought about different ways of doing_____?

YES NO

51. Are you doing any evaluating, either formally or informally, that would affect your use of the IPM?

YES NO

52. Have you received any feedback from students that would affect the way you are using the IPM?

YES NO (go to 53)

52a. What have you done with the information that you get?

Interview (cont'd.)
Page 9

◯ 53. Have you made any changes recently in how you use the IPM?

(YES) (NO) (go to 54)

◯ 53a. What changes did you make? (Record below.)

CHANGES	WHY MADE (53a.)	HOW RECENTLY (53c.)

(For each change listed ask: 53b. Why did you make it?

53c. How recently did you make it?

◯ 54. Are you considering making any other changes?

(YES) (NO)

◯ 55. Looking ahead to later this year, what plans, if any, do you have in relation to your use of the IPM?

(None) or_____

_____

_____

◯ 56. Are you considering or planning to make major modifications to replace the IPM at this time?

(YES) (NO)

◯ 56a. Do you use the IPM in any other subject areas? (YES) (NO)

Which ones?

(TERMINATE)

Final Adapation of the Levels
of Use of the Innovation
Interview (LoU)

TO INTERVIEWER:

Has the interviewee signed a human subjects release form? YES___ NO___
(If no, give them one.)

Decide on a personal code number. It can be the last four social security digits, phone number, birthdate, anything they can remember to use again. Jot it here_____. Do not write their name on this!

Ask for permission to tape. Explain reasons.

Date of interview _____ School Code _____ Status Code____

BEGIN INTERVIEW

1. We want to talk to you about your _____ program. Would you please describe your _____ _____ program. (Determine whether there are several different parts, e.g., basal, skills, etc. If there are several parts, run the interview focusing on one part then return to question two and ask about the other part(s).)

2. How many children do you have in your _____ program?

3. How many groups do you have in your _____ program?

4. How or what criteria were used to determine groups?

Criteria Categories

1. Learner behavior/characteristics.
   a. learning style
   b. motivation
   c. modes
2. I.Q.
3. Pretest information.
   a. standardized achievement test
   b. objective based (CRT) test
   c. past performance
   d. teacher judgment
   e. work sample/observation/P/P-test/performance test
4. Interest.
5. Age/grade level.

5. Who decided that you would have that number of groups?

(ME) ↓ (Go to Q. 8)

(THE UNIT or SOMEONE ELSE) ↓ (Go to Q. 6)

Interview
(continued) 2.

6. Do you break your _____ class down into subgroups?

7. How or what criteria were used to determine to form the subgroups?

8. How often do you change the groups? (Probe for unit decisions and individual decisions.)

9. What criteria do you use for regrouping children?

Criteria Categories

1. Learner behavior/characteristics.
   a. learning style
   b. motivation
   c. modes
2. I.Q.
3. Pretest information.
   a. standardized achievement test
   b. objective based (CRT) test
   c. past performance
   d. teacher judgment
   e. work sample/observation/P/P-test/performance test
4. Interest.
5. Age/grade level.

10. Are there different ways children can learn the same objective?

(YES) ↓ (Go to Q. 11) (NO) ↓ (Go to Q. 12)

11. About how many different ways do you usually have for children to learn an objective?

12. Tell me about these different way(s).

13. Who else is involved, besides you, in working with the children in your _____ group?

14. What do you see as the strengths in your _____ program?

15. What do you see as the weaknesses in your _____ program?

16. What, if anything, have you attempted to do about these weaknesses?

17. Do you work with others, outside your unit, with the _____ program?

(YES) (NO) ↓ (Go to Q. 26)

Interview
(continued) 3.

18. Have you made any changes in your _____ program as a result of this collaboration?

(YES) (Go to Q. 19) (NO) (Go to Q. 26)

19. How do you work together?

20. What things do you share with each other?

21. How frequently do you work together and share?

_____ per _____

22. What do you see as the effects of this collaboration?

23. Do you talk with others about your collaboration?

(YES) (NO)

24. Have you done any formal or informal evaluation of how your collaboration is working?

(YES) (Don't Know) (NO)

25. What plans do you have for this effort in the future?

26. Do you ever talk with others (inside or outside your unit) about your _____ program?

(YES) (NO)

26a. What do you tell them?

27. Have you considered any alternatives or different ways of doing _____?

(YES) (NO)

28. Are you doing any evaluating, either formally or informally, that would affect your _____ program?

(YES) (NO)

Interview
(continued) 4.

29. Have you received any feedback from students that would affect your _____ program?

(YES) (NO)

29a. What have you done with the information that you get?

30. Have you made any changes recently in your _____ program?

(YES) (NO)

30a. What changes did you make? (Record below.)

CHANGES	WHY MADE (30b.)	HOW RECENTLY (30c.)
_____	_____	_____
_____	_____	_____
_____	_____	_____

31. Are you considering making any other changes?

(YES) (NO)

32. Looking ahead to later this year, what plans, if any, do you have in relation to your _____ program?

33. Are you considering or planning to make your major modifications to your _____ program?

(YES) (NO)

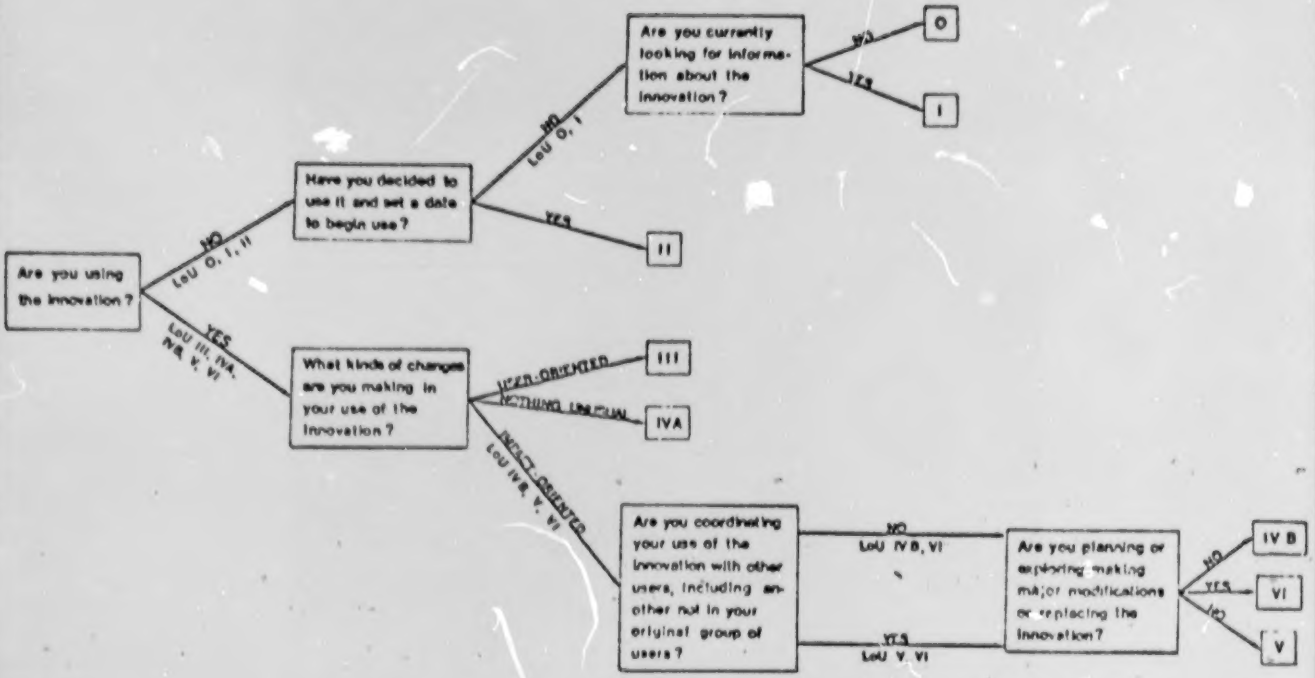
34. Do you group children in any other subject areas? (YES) (NO)

Which ones?

(To interviewer: If their _____ program has more than one part, go back to question number 2 and do the interview again with the other part.)

APPENDIX D

Overview of Branching Format
of the LoU Interview


Are you using the innovation?
NO
LoU 0, I, II
YES
LoU III, IVA, IVB, V, VI
Have you decided to use it and set a date to begin use?
NO
LoU 0, I
YES
II
Are you currently looking for information about the innovation?
NO
0
YES
I
What kinds of changes are you making in your use of the innovation?
USER-ORIENTED
III
NOTHING CHANGED
IVA
IMPACT-ORIENTED
LoU IVB, V, VI
Are you coordinating your use of the innovation with other users, including another not in your original group of users?
NO
LoU IVB, VI
YES
LoU V, VI
Are you planning or exploring making major modifications or replacing the innovation?
NO
IV B
YES
VI
DK
V

APPENDIX E

Summary of Two Cross-Section Studies Conducted to Verify Existence of Levels of Use

Percentage Distribution of Overall Levels of Use for Individuals Involved in Cross-Section Studies of Two Innovations (Fall 1974)

Level of Use	Innovation: Teaming in Elementary Schools (N-371)	Innovation: Modules in Teacher Education Institutions (N-292)
0	7%	10%
I	9%	31%
II	3%	9%
III	19%	8%
IV-A	52%	22%
IV-B	6%	11%
V	3%	8%
VI	2%	2%

Source: Hall, G. E., and Loucks, S. F. A Developmental Model for Determining Whether the Treatment is Actually Implemented. American Educational Research Journal, Vol. 14, No. 3, Summer 1977, 263-276.

APPENDIX F

Informed Consent Form

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN · MADISON · SCHOOL OF EDUCATION
1025 W Johnson Street · Madison, Wisconsin 53706 · (608) 263-4200

The policies of the University of Wisconsin-Madison and the National Institute of Education require that all participants in research studies give written permission for their participation.

William J. Davis
Professor and
Faculty Associate

Marvin J. Fruth
Professor and
Faculty Associate

Linda K. Barrows
Project Specialist

I, _____ agree to participate in a study of the implementation of IGE. I reserve the right to refuse to participate in any specific activity of the study. I also reserve the right to withdraw from participation in the study at any point where I feel that it is not in my best interest or the boys and girls in the school.

_____
Signature

_____
Date

APPENDIX G

Project on Studies of the Implementation
of Individualized Schooling Instrument Package

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN · MADISON · SCHOOL OF EDUCATION
1025 W. Johnson Street · Madison, Wisconsin 53706 · (608) 263-4200

January 8, 1979

Dear Teachers:

This packet of questionnaires is part of the data we are collecting for our research on the dynamics of planned educational change. As participants in this study, you will be asked to complete this packet twice during the school year; now and again in the spring.

This packet has three questionnaires for you to complete. The questionnaires deal with 1) the profile of your school, 2) decision making in your school, and 3) contact with groups outside your school. We have tried to make the directions as straightforward as possible, but if you have questions, please direct them to Linda Barrows, phone (608) 263-4223, or one of the other members of the research team. Please complete the questionnaires as fully as possible and feel free to jot additional information in the blank areas.

We sincerely appreciate the time you will give in filling out this packet. Your cooperation is essential to the success of our research effort. Thank you.

William J. Davis
Professor and
Faculty Associate

Marvin J. Fruth
Professor and
Faculty Associate

Linda K. Barrows
Linda K. Barrows
Project Specialist

WJD/MJF/LKB/jjd
attachments

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN · MADISON · SCHOOL OF EDUCATION
1025 W Johnson Street · Madison, Wisconsin 53706 · (608) 263-4200

In order to assure the anonymity of your responses, please use the personal identification code you selected at the time of your interview. If you have not been interviewed or used an identification number previously, please choose a four-digit number (e.g., part of your phone number, social security number, etc.) as your personal number.

Please answer the following background questions:

1. Personal identification number _____
2. Sex: Female ____ Male ____
3. Age _____
4. I have taught _____ years.
5. I have taught in an IGE setting _____ years.
6. I have taught in this school _____ years.
7. Are you now a unit leader? Yes ____ No ____
8. How many teachers are in your unit? _____
9. How many aides work with your unit? _____
10. What grade(s) and/or subject areas do you teach? _____
11. Approximately how many hours of IGE inservice training have you had? _____
12. What is your degree status? B.A. or B.S ____ M.A. or M.S._____
    Beyond M.A. or M.S._____

WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR INDIVIDUALIZED SCHOOLING

UNIVERSITY OF WISCONSIN · MADISON · SCHOOL OF EDUCATION
1025 W Johnson Street · Madison, Wisconsin 53706 · (608) 263-4200

PROFILE OF A SCHOOL

INSTRUCTIONS

1. Each question has eight possible responses. Please answer by filling in one of the numbered circles on the answer sheet. *For example, suppose that the question were:*

	RARELY	SOMETIMES	OFTEN	VERY OFTEN
How often does the sun shine in your town?	① ②	③ ④	⑤ ⑥	⑦ ⑧

If you think that the sun shines "often," you would fill in circle ⑤ or ⑥.
You would fill in ⑤ if you feel that the situation is closer to "sometimes."
you would fill in ⑥ if you feel that the situation is closer to "very often."

2. When questions are asked about teachers or students in general, answer the questions to describe the average situation or reaction. If you do not find an answer to exactly fit your needs, use the one that is closest to it. If the question is not applicable to your situation, please omit answering that question.

(BEGIN ON PAGE 2)

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1.	To what extent do you look forward to your teaching day?	VERY LITTLE ① ②	SOME ③ ④	CONSIDERABLE ⑤ ⑥	VERY GREAT ⑦ ⑧
2.	How often do you see the principal's behavior as friendly and supportive?	RARELY ① ②	SOME-TIMES ③ ④	OFTEN ⑤ ⑥	VERY OFTEN ⑦ ⑧
3.	How much confidence and trust does the principal have in you?	VERY LITTLE ① ②	SOME ③ ④	QUITE A BIT ⑤ ⑥	VERY GREAT ⑦ ⑧
4.	How much confidence and trust do you have in the principal?	① ②	③ ④	⑤ ⑥	⑦ ⑧
5.	How free do you feel to talk to the principal about school matters?	NOT FREE ① ②	SOMEWHAT FREE ③ ④	QUITE FREE ⑤ ⑥	VERY FREE ⑦ ⑧
6.	How often do you try to be friendly and supportive to:	RARELY	SOME-TIMES	OFTEN	VERY OFTEN
	a. the principal	① ②	③ ④	⑤ ⑥	⑦ ⑧
	b. other teachers	① ②	③ ④	⑤ ⑥	⑦ ⑧
7.	How often does the principal seek and use your ideas about:				
	a. academic matters	① ②	③ ④	⑤ ⑥	⑦ ⑧
	b. non-academic school matters	① ②	③ ④	⑤ ⑥	⑦ ⑧
8.	In your job, is it worthwhile or a waste of time to do your best?	USUALLY A WASTE OF TIME ① ②	SOMETIMES A WASTE OF TIME ③ ④	OFTEN WORTH-WHILE ⑤ ⑥	ALMOST ALWAYS WORTHWHILE ⑦ ⑧
9.	How much influence do the following have on what goes on in your school?	VERY LITTLE	SOME	QUITE A BIT	VERY GREAT
	a. principal	① ②	③ ④	⑤ ⑥	⑦ ⑧
	b. teachers	① ②	③ ④	⑤ ⑥	⑦ ⑧

3.

10.	How much influence do you think the following should have on what goes on in your school?	VERY LITTLE	SOME	QUITE A BIT	VERY GREAT
	a. principal	① ②	③ ④	⑤ ⑥	⑦ ⑧
	b. teachers	① ②	③ ④	⑤ ⑥	⑦ ⑧
11.	How much do you feel that the principal is interested in your success as a teacher?	① ②	③ ④	⑤ ⑥	⑦ ⑧
12.	To what extent does the principal make sure that planning and setting priorities are done well?	VERY LITTLE ① ②	SOME ③ ④	CONSIDERABLE ⑤ ⑥	VERY GREAT ⑦ ⑧
13.	To what extent does the principal try to provide you with the materials, equipment and space you need to do your job well?	① ②	③ ④	⑤ ⑥	⑦ ⑧
14.	To what extent does the principal give you useful information and ideas?	① ②	③ ④	⑤ ⑥	⑦ ⑧
15.	To what extent are you encouraged to be innovative in developing more effective and efficient educational practices?	① ②	③ ④	⑤ ⑥	⑦ ⑧
16.	How satisfying is your work at your school?	NOT SATISFYING ① ②	SOMEWHAT SATISFYING ③ ④	QUITE SATISFYING ⑤ ⑥	SATISFYING ⑦ ⑧
17.	What is the direction of the flow of information about academic and non-academic school matters?	FROM THE TOP DOWN ① ②	MOSTLY DOWN ③ ④	DOWN AND UP ⑤ ⑥	DOWN, UP & LATERALLY ⑦ ⑧

4.

18.	How do you view communications from the principal?	VIEWED WITH GREAT SUSPICION ① ②	SOME VIEWED WITH SUSPICION, SOME WITH TRUST ③ ④	USUALLY VIEWED WITH TRUST ⑤ ⑥	ALMOST ALWAYS VIEWED WITH TRUST ⑦ ⑧
19.	How accurate is upward communication to the principal?	USUALLY INACCURATE ① ②	OFTEN INACCUATE ③ ④	FAIRLY ACCURATE ⑤ ⑥	ALMOST ALWAYS ACCURATE ⑦ ⑧
20.	How well does the principal know the problems faced by the teachers?	NOT WELL ① ②	SOMEWHAT WELL ③ ④	QUITE WELL ⑤ ⑥	VERY WELL ⑦ ⑧
21.	To what extent is communication open and candid:	VERY LITTLE	SOME	CONSIDERABLE	VERY GREAT
	a. between principal and teachers	① ②	③ ④	⑤ ⑥	⑦ ⑧
	b. among teachers	① ②	③ ④	⑤ ⑥	⑦ ⑧
22.	In your school, how are conflicts between units usually resolved?	USUALLY IGNORED ① ②	APPEALED BUT NOT RESOLVED ③ ④	RESOLVED BY PRINCIPAL ⑤ ⑥	RESOLVED BY ALL THOSE AFFECTED ⑦ ⑧
23.	How much do teachers in your school encourage each other to do their best?	VERY LITTLE ① ②	SOME ③ ④	QUITE A BIT ⑤ ⑥	VERY GREAT ⑦ ⑧
24.	In your school, do principals, teachers, and students work only for themselves or do they work as a team?	EVERY PERSON FOR THEMSELF ① ②	LITTLE COOPERATIVE TEAMWORK ③ ④	A MODERATE AMOUNT OF COOPERATIVE TEAMWORK ⑤ ⑥	A VERY GREAT AMOUNT OF COOPERATIVE TEAMWORK ⑦ ⑧
25.	How much do different units plan together and coordinate their efforts?	VERY LITTLE ① ②	SOME ③ ④	QUITE A BIT ⑤ ⑥	VERY GREAT ⑦ ⑧

26.	Are decisions made at the best levels for effective performance?	AT MUCH TOO HIGH LEVELS ① ②	AT SOMEWHAT TOO HIGH LEVELS ③ ④	AT QUITE SATISFACTORY LEVELS ⑤ ⑥	AT THE BEST LEVELS ⑦ ⑧
27.	How adequate are the supplies and equipment the school has?	INADEQUATE ① ②	SOMEWHAT INADEQUATE ③ ④	QUITE ADEQUATE ⑤ ⑥	VERY ADEQUATE ⑦ ⑧
28.	To what extent are you involved in major decisions related to your work?	VERY LITTLE ① ②	SOME ③ ④	CONSIDERABLE ⑤ ⑥	VERY GREAT ⑦ ⑧
29.	How much does the principal try to help you with your problems?	VERY LITTLE ① ②	SOME ③ ④	QUITE A BIT ⑤ ⑥	VERY GREAT ⑦ ⑧
30.	To what extent are decision makers aware of problems, particularly at lower levels?	VERY LITTLE ① ②	SOME ③ ④	CONSIDERABLE ⑤ ⑥	VERY GREAT ⑦ ⑧
31.	What is the administrative style of the principal?	HIGHLY AUTHORITARIAN ① ②	SOMEWHAT AUTHORITARIAN ③ ④	CONSULTATIVE ⑤ ⑥	PARTICIPATIVE GROUP ⑦ ⑧
32.	How high are the principal's goals for educational performance?	LOW ① ②	ABOUT AVERAGE ③ ④	QUITE HIGH ⑤ ⑥	VERY HIGH ⑦ ⑧
33.	To what extent do the following feel responsible for seeing that educational excellence is achieved in your school?	VERY LITTLE ① ②	SOME ③ ④	CONSIDERABLE ⑤ ⑥	VERY GREAT ⑦ ⑧
	a. principal	① ②	③ ④	⑤ ⑥	⑦ ⑧
	b. unit leaders	① ②	③ ④	⑤ ⑥	⑦ ⑧
	c. teachers	① ②	③ ④	⑤ ⑥	⑦ ⑧

TO UNIT LEADERS: Please skip questions 34-51 and go on to the next questionnaire which begins on page 8.

TO TEACHERS: Please answer the following questions (34-51) concerning the unit structure.

34.	How often is your unit leader friendly and supportive?	RARELY (1) (2)	SOMETIMES (3) (4)	OFTEN (5) (6)	VERY OFTEN (7) (8)
35.	How much confidence and trust do you have in your unit leader?	VERY LITTLE (1) (2)	SOME (3) (4)	QUITE A BIT (5) (6)	VERY GREAT (7) (8)
36.	How much confidence and trust does your unit leader have in you?	(1) (2)	(3) (4)	(5) (6)	(7) (8)
37.	How free do you feel to talk to your unit leader about matters related to your work?	NOT FREE (1) (2)	SOMEWHAT FREE (3) (4)	QUITE FREE (5) (6)	VERY FREE (7) (8)
38.	How often does your unit leader seek and use your ideas about:	RARELY	SOMETIMES	OFTEN	VERY OFTEN
	a. academic matters	(1) (2)	(3) (4)	(5) (6)	(7) (8)
	b. non-academic school matters	(1) (2)	(3) (4)	(5) (6)	(7) (8)
39.	How much influence do unit leaders have on what goes on in your school?	VERY LITTLE (1) (2)	SOME (3) (4)	QUITE A BIT (5) (6)	VERY GREAT (7) (8)
40.	How much influence do you think your unit leader should have on what goes on in your school?	(1) (2)	(3) (4)	(5) (6)	(7) (8)
41.	How much do you feel that your unit leader is interested in your success as a teacher?	(1) (2)	(3) (4)	(5) (6)	(7) (8)
42.	How often does your unit leader use departmental meetings to solve problems?	RARELY (1) (2)	SOMETIMES (3) (4)	OFTEN (5) (6)	VERY OFTEN (7) (8)
43.	To what extent does your unit leader make sure that planning and setting priorities are done well?	VERY LITTLE (1) (2)	SOME (3) (4)	CONSIDERABLE (5) (6)	VERY GREAT (7) (8)
44.	To what extent does your unit leader give you useful information and ideas?	(1) (2)	(3) (4)	(5) (6)	(7) (8)

7.

45.	How do you view communications from your unit leader?	VIEWED WITH GREAT SUSPICION ① ②	SOME VIEWED WITH SUSPICION, SOME WITH TRUST ③ ④	USUALLY VIEWED WITH TRUST ⑤ ⑥	ALMOST ALWAYS VIEWED WITH TRUST ⑦ ⑧
46.	How well does your unit leader know the problems you face?	NOT WELL ① ②	SOMEWHAT WELL ③ ④	QUITE WELL ⑤ ⑥	VERY WELL ⑦ ⑧
47.	How much interaction is there between the unit leader and teachers in your unit?	VERY LITTLE ① ②	SOME ③ ④	QUITE A BIT ⑤ ⑥	VERY GREAT ⑦ ⑧
48.	To what extent is communication open and candid between the unit leader and teachers in your unit?	VERY LITTLE ① ②	SOME ③ ④	CONSIDERABLE ⑤ ⑥	VERY GREAT ⑦ ⑧
49.	To what extent does your unit leader involve you in major decisions related to your work?	① ②	③ ④	⑤ ⑥	⑦ ⑧
50.	How much does your unit leader help you with your problems?	VERY LITTLE ① ②	SOME ③ ④	QUITE A BIT ⑤ ⑥	VERY GREAT ⑦ ⑧
51.	How high are the goals of your unit leader for educational performance?	LOW ① ②	ABOUT AVERAGE ③ ④	QUITE HIGH ⑤ ⑥	VERY HIGH ⑦ ⑧

DECISIONAL PARTICIPATION INVENTORY

Directions: Thirty-four decisional issues are listed on the following pages. You are requested to answer five questions about each decisional issues, and to indicate your response by circling the appropriate numbers across from the question.

9.

Decisional Issues	QUES. #1 IMPORTANCE: How important is it to you that you participate in the decision-making involved with each decisional issue?					QUES. #2 ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				QUES. #3 DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				QUES. #4 ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					QUES. #5 DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
1. Hiring new teaching personnel for your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
2. Hiring new teaching personnel for your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
3. Selecting specific instructional tests for use in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
4. Selecting specific instructional tests for schoolwide use.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
5. Resolving learning problems of individual students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
6. Determining appropriate instructional methods and techniques for students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
7. Establishing general schoolwide instructional policies.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
8. Establishing student disciplinary policies for your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
9. Establishing student disciplinary policies for your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

10.

Decisional Issues	QUES. #1 IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					QUES. #2 ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				QUES. #3 DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				QUES. #4 ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					QUES. #5 DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision Recommend Alternatives Develop Possible Alternatives Provide Information No Involvement					Make Decision Recommend Alternatives Develop Possible Alternatives Provide Information No Involvement				
10. Planning the budget for your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
11. Planning the schoolwide budget.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
12. Determining specific teaching assignments within your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
13. Determining specific teaching assignments within your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
14. Allocating physical space and facilities within your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
15. Allocating physical space and facilities within your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
16. Resolving unit problems with community groups.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
17. Resolving school problems with community groups.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
18. Formulating the general educational objectives to be attained by the student population of the school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

11.

Decisional Issues	QUES. #1 IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					QUES. #2 ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				QUES. #3 DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				QUES. #4 ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					QUES. #5 DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
19. Establishing the range of educational objectives for students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
20. Establishing the range of educational objectives for students in units other than your own.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
21. Developing procedures, including instruments, for assessing the level of student achievement, motivation, and/or learning style for students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
22. Developing procedures including instruments, for assessing the level of student achievement, motivation, and/or learning style for students in your school	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
23. Determining specific educational objectives for individual students within your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

12.

Decisional Issues	QUES. #1 IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					QUES. #2 ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				QUES. #3 DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				QUES. #4 ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					QUES. #5 DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
24. Determining the grouping procedures to be used for instruction in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
25. Determining the instructional method to be used with students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
26. Determining the procedures to be used in assessing the attainment of educational objectives for students in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
27. Determining the procedures to be used in assessing the attainment of educational objectives for students in your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
28. Determining the learning (recycling) sequence for the instructional objectives for each student in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
29. Determining the type and format for reporting student progress to parents in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

33.

Decisional Issues	QUES. #1 IMPORTANCE: How important is it to you that you participate in the decision making involved with each decisional issue?					QUES. #2 ACTUAL FREQUENCY: With what frequency do you actually participate in the decision making involved with each decisional issue?				QUES. #3 DESIRED FREQUENCY: With what frequency would you like to participate in the decision making involved with each decisional issue?				QUES. #4 ACTUAL EXTENT: To what extent do you actually participate in the decision making involved with each decisional issue?					QUES. #5 DESIRED EXTENT: To what extent would you like to participate in the decision making involved with each decisional issue?				
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement	Make Decision	Recommend Alternatives	Develop Possible Alternatives	Provide Information	No Involvement
30. Determining the type and format for reporting student progress to parents in your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
31. Determining the tasks and responsibilities of aides and other paraprofessionals in your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
32. Determining the tasks and responsibilities of aides and other paraprofessionals in your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
33. Determining the nature of inservice for your unit.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
34. Determining the nature of inservice for your school.	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5

EXTERNAL RELATIONSHIPS QUESTIONNAIRE

The purpose of this questionnaire is to find out the nature and extent of your contact with groups outside your school. The groups listed below are possible sources of information for you as you work in the IGE setting.

As you answer the questionnaire, please keep in mind the following: (1) Complete the questionnaire on behalf of yourself as an individual. (2) Choose the one answer which most closely represents your situation with regard to each group.

Thank you for providing us with this information.

1. How often are contacts made between you personally and each of the following groups:

Key:

1 = no knowledge of the group
2 = no contact
3 = a few times a year
4 = about once a month
5 = about once a week
6 = once a day

___other units in my school
___Instructional Improvement Committee (IIC) or Program Improvement Committee (PIC)
___Systemwide Program Committee (SPC)
___Hub/League
___State IGE Coordinating Council (SICC)
___Association of Individually Guided Education (AIGE)
___Agencies such as Wisconsin Research and Development Center, /I/D/E/A/ and Midwest IGE Services (MIGES)
___Teacher Education Institutions (TEI)
___Department of Public Instruction (DPI)
___Cooperative Education Service Agency (CESA)
___Private Consultants (groups not mentioned)

2. Who usually initiates the contact between you and each of these other groups?

Key:

1 = no contact
2 = I do
3 = someone in the other group
4 = we both do
5 = a third person

___other units in my school
___Instructional Improvement Committee or Program Improvement Committee
___Systemwide Program Committee
___Hub/League
___State IGE Coordinating Council
___Association of Individually Guided Education
___Agencies such as Wisconsin Research and Development Center, /I/D/E/A/ and Midwest IGE Services
___Teacher Education Institutions
___Department of Public Instruction
___Cooperative Education Services Agency
___Private Consultants

QUESTIONNAIRE (cont'd.)

3. What is the most frequent reason for your contact with each of these groups?

Key:
1 = I don't know what service they offer
2 = no service
3 = initiate or provide inservice consultants
4 = identify or provide inservice materials
5 = obtain financial resources
6 = coordinate efforts
7 = answer specific procedural questions
8 = university course work
9 = other (please specify _____)

___other units in my school
___Instructional Improvement Committee or Program Improvement Committee
___Systemwide Program Committee
___Hub/League
___State IGE Coordinating Council
___Association of Individually Guided Education
___Agencies such as Wisconsin Research and Development Center, /I/D/E/A/ and Midwest IGE Services
___Teacher Education Institutions
___Department of Public Instruction
___Cooperative Education Services Agency
___Private Consultants

4. How do you most often share information with each of these groups?

Key:
1 = no contact
2 = telephone
3 = letter, memo, or reports
4 = face-to-face
5 = other (please specify _____)

___other units in my school
___Instructional Improvement Committee or Program Improvement Committee
___Systemwide Program Committee
___Hub/League
___State IGE Coordinating Council
___Association of Individually Guided Education
___Agencies such as Wisconsin Research and Development Center, /I/D/E/A/ and Midwest IGE Services
___Teacher Education Institutions
___Department of Public Instruction
___Cooperative Education Services Agency
___Private Consultants

5. Generally, how useful to you are the contacts with each of these groups?

Key:
1 = no contact
2 = very useful
3 = moderately useful
4 = slightly useful
5 = not at all useful

___other units in my school
___Instructional Improvement Committee or Program Improvement Committee
___Systemwide Program Committee
___Hub/League
___State IGE Coordinating Council
___Association of Individually Guided Education
___Agencies such as Wisconsin Research and Development Center, /I/D/E/A/ and Midwest IGE Services
___Teacher Education Institutions
___Department of Public Instruction
___Cooperative Education Services Agency
___Private Consultants

APPENDIX H

Frequency Distributions for Independent Variable,
Teacher Decisional Participation

3.

6. If there are any comments you would like to make about your relationship with external groups, please write them below.

FREQUENCY DISTRIBUTIONS FOR IMPORTANCE OF EACH DECISIONAL ISSUE

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
1. Hiring new teaching personnel for your unit.	IMPORTANCE:												
	1	1	2	1	0	1	2	3	4	2	2	18	37
	2	4	1	1	2	1	2	2	0	2	1	16	33
	3	0	1	3	1	1	2	0	0	1	0	9	19
	4	1	0	1	0	0	0	0	0	0	0	2	4
	5	0	1	0	2	0	0	0	0	0	0	3	6
	TOTAL	6	5	6	5	3	6	5	4	5	3	48	100
	MEAN	2.16	2.04	2.66	3.04	2.00	2.00	1.04	1.00	1.08	1.33	2.02	
2. Hiring new teaching personnel for your school.	1	1	1	0	0	0	2	0	0	0	0	3	6
	2	1	2	0	3	2	0	0	1	1	2	12	26
	3	3	0	2	0	1	2	3	3	3	1	18	38
	4	1	0	1	0	0	1	1	0	1	0	5	11
	5	1	2	3	2	0	1	1	0	0	0	10	21
	TOTAL	6	5	6	5	3	6	5	4	5	3	47	100
	MEAN	3.33	3.00	4.16	3.02	2.03	2.08	3.06	2.07	3.00	2.03	3.04	
3. Selecting specific instructional tests for use in your unit.	1	2	5	4	1	0	4	4	3	3	0	26	52
	2	4	0	0	2	3	1	0	0	2	3	15	30
	3	0	0	2	3	0	1	0	1	0	0	7	14
	4	0	1	0	0	0	0	1	0	0	0	2	4
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	1.67	1.05	1.67	2.03	2.00	1.05	1.06	1.05	1.04	2.00	1.72	
4. Selecting specific instructional tests for school-wide use.	1	0	3	1	0	0	2	1	3	1	0	11	23
	2	4	1	1	2	3	0	1	0	2	0	14	29
	3	0	0	1	0	0	2	2	1	2	3	11	23
	4	1	0	3	2	0	0	1	0	0	0	7	15
	5	1	1	0	1	0	2	0	0	0	0	5	10
	TOTAL	6	5	6	5	3	6	5	4	5	3	48	100
	MEAN	2.83	2.00	3.00	3.04	2.00	3.00	2.06	1.05	2.02	3.00	2.55	
5. Resolving learning problems of individual students in your unit.	1	2	5	4	4	2	5	4	3	4	3	36	72
	2	4	1	1	2	1	1	1	0	0	0	11	22
	3	0	0	1	0	0	0	0	1	1	0	3	6
	4	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	1.67	1.17	1.50	1.33	1.33	1.17	1.20	1.05	1.04	1.00	1.33	

KEY: 1 = Very Important 2 = Important 3 = Somewhat Important 4 = Somewhat Unimportant 5 = Unimportant

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
6. Determining appropriate instructional methods and techniques for students in your unit.	IMPORTANCE												
	1	2	6	3	2	1	5	4	3	4	3	33	67
	2	4	0	3	2	1	0	1	0	1	0	12	25
	3	0	0	0	1	1	1	0	1	0	0	4	8
	4	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	5	3	6	5	4	5	3	49	100
	MEAN	1.67	1.00	1.50	1.80	2.00	1.33	1.20	1.50	1.20	1.00	1.39	
7. Establishing general schoolwide instructional policies.	1	1	1	1	1	0	2	0	3	1	1	11	22
	2	3	2	3	1	3	3	5	1	3	1	25	51
	3	2	2	1	4	0	1	0	0	1	1	12	25
	4	0	0	1	0	0	0	0	0	0	0	1	2
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	5	6	6	3	6	5	4	5	3	49	100
	MEAN	2.17	2.02	2.33	2.05	2.00	1.83	2.00	1.25	2.00	2.00	2.03	
8. Establishing student disciplinary policies for your unit.	1	4	5	2	4	0	4	3	3	3	3	31	62
	2	2	0	3	2	2	2	1	1	1	0	14	28
	3	0	1	0	0	1	0	1	0	1	0	4	8
	4	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	1	0	0	0	0	0	0	0	1	2
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	1.33	1.33	2.17	1.33	2.33	1.33	1.06	1.25	1.06	1.00	1.53	
9. Establishing student disciplinary policies for your school.	1	1	0	0	2	0	4	1	3	1	2	14	28
	2	4	5	3	2	2	1	2	1	2	0	22	44
	3	1	0	2	2	1	1	2	0	2	1	12	24
	4	0	1	0	0	0	0	0	0	0	0	1	2
	5	0	0	1	0	0	0	0	0	0	0	1	2
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	2.00	2.33	2.83	2.00	2.33	1.50	2.02	1.25	2.02	1.67	2.05	
10. Planning the budget for your unit.	1	1	2	3	1	2	0	1	2	1	1	14	29
	2	2	3	2	2	1	4	4	2	3	1	24	49
	3	2	0	1	2	0	2	0	0	1	1	9	18
	4	1	0	0	0	0	0	0	0	0	0	1	2
	5	0	1	0	0	0	0	0	0	0	0	1	2
	TOTAL	6	5	6	5	3	6	5	4	5	3	49	100
	MEAN	2.05	2.17	1.67	2.02	1.33	2.33	1.08	1.05	2.00	2.00	1.95	

KEY: 1 = Very Important 2 = Important 3 = Somewhat Important 4 = Somewhat Unimportant 5 = Unimportant

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
11. Planning the school-wide budget.	IMPORTANCE												
	1	1	1	0	0	2	2	0	1	0	1	8	17
	2	1	2	0	2	0	0	2	1	1	1	10	21
	3	1	1	2	3	1	3	2	1	2	1	17	35
	4	2	1	3	0	0	1	0	0	2	0	9	19
	5	1	1	1	0	0	0	1	0	0	0	4	8
	TOTAL	6	6	6	5	3	6	5	3	5	3	48	100
	MEAN	3.17	2.83	3.83	2.06	1.67	2.05	3.00	2.00	3.02	2.00	2.68	
12. Determining specific teaching assignments within your unit.	1	1	2	0	1	2	1	3	3	4	3	20	44
	2	3	3	3	5	1	2	1	0	0	0	18	39
	3	0	0	2	0	0	1	0	0	1	0	4	9
	4	1	0	1	0	0	0	0	0	0	0	2	4
	5	0	0	0	0	0	0	1	1	0	0	2	4
	TOTAL	5	5	6	6	3	4	5	4	5	3	46	100
	MEAN	2.02	1.06	2.67	1.83	1.33	2.00	2.00	2.00	1.04	1.00	1.08	
13. Determining specific teaching assignments within your school.	1	1	0	0	0	2	1	0	0	2	0	6	13
	2	0	3	0	1	1	1	1	2	1	1	11	24
	3	1	1	2	4	0	1	0	1	1	2	13	28
	4	1	1	2	0	0	1	3	0	1	0	9	20
	5	3	0	2	0	0	0	1	1	0	0	7	15
	TOTAL	6	5	6	5	3	4	5	4	5	3	46	100
	MEAN	3.83	2.06	4.00	2.08	1.33	2.05	3.08	3.00	2.02	2.67	2.87	
14. Allocating physical space and facilities within your unit.	1	2	1	0	3	1	4	3	3	2	2	21	42
	2	2	2	3	3	1	1	1	1	1	1	16	32
	3	2	2	3	0	1	1	0	0	1	0	10	20
	4	0	0	0	0	0	0	1	0	1	0	2	4
	5	0	1	0	0	0	0	0	0	0	0	1	2
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	2.00	2.67	2.05	1.05	2.00	1.05	1.08	1.25	2.02	1.33	1.88	
15. Allocating physical space and facilities within your school.	1	0	2	0	1	0	4	0	1	0	0	8	17
	2	0	2	1	2	2	1	2	3	2	1	16	33
	3	3	1	2	3	1	1	2	0	2	2	17	35
	4	2	0	2	0	0	0	1	0	1	0	6	13
	5	0	0	1	0	0	0	0	0	0	0	1	2
	TOTAL	5	5	6	6	3	6	5	4	5	3	48	100
	MEAN	3.04	1.08	3.05	2.33	2.33	1.05	2.08	1.75	2.08	2.67	2.31	

KEY: 1 = Very Important 2 = Important 3 = Somewhat Important 4 = Somewhat Unimportant 5 = Unimportant

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	Σ	%
16. Resolving unit problems with community groups.	IMPORTANCE 1	1	1	0	1	1	2	2	1	2	0	11	23
	2	1	2	0	1	2	1	3	1	3	2	16	34
	3	3	2	4	2	0	2	0	1	0	1	15	32
	4	1	1	1	0	0	1	0	1	0	0	5	11
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	5	4	3	6	5	4	5	3	47	100
	MEAN	2.67	2.05	3.02	2.25	1.67	2.33	1.06	2.05	1.06	2.33	2.27	
17. Resolving school problems with community groups.	1	1	0	0	1	1	2	0	0	1	0	6	14
	2	1	3	0	1	2	0	4	1	2	0	14	32
	3	4	2	6	1	0	1	1	1	2	2	20	45
	4	0	0	0	1	0	1	0	1	0	1	4	9
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	5	6	4	3	4	5	3	5	3	44	100
	MEAN	2.05	2.04	3.00	2.05	1.67	2.25	2.02	3.00	2.02	3.33	2.38	
18. Formulating the general educational objectives to be attained by the student population of the school.	1	4	2	2	3	2	1	1	3	1	1	20	42
	2	1	2	3	2	1	2	3	0	4	1	19	40
	3	1	2	1	1	0	1	1	0	0	1	8	16
	4	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	6	6	6	6	3	4	5	4	5	3	48	100
	MEAN	1.05	2.00	1.83	1.67	1.33	2.00	2.00	2.00	1.08	2.00	1.81	
19. Establishing the range of educational objectives for students in your unit.	1	3	4	3	4	2	2	3	3	4	3	31	62
	2	3	2	2	1	1	4	1	0	1	0	15	30
	3	0	0	1	1	0	0	1	1	0	0	4	8
	4	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	1.05	1.33	1.67	1.05	1.33	1.67	1.60	1.50	1.20	1.00	1.43	
20. Establishing the range of educational objectives for students units other than your own.	1	0	3	0	0	1	0	0	1	0	0	5	10
	2	0	2	0	0	0	3	1	2	1	1	10	20
	3	3	0	4	3	2	1	0	0	2	2	17	34
	4	2	1	1	2	0	0	4	1	2	0	13	26
	5	1	0	1	1	0	2	0	0	0	0	5	10
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	3.67	2.33	3.05	3.67	2.33	3.17	3.60	2.25	3.20	2.67	2.20	

KEY: 1 = Very Important 2 = Important 3 = Somewhat Important 4 = Somewhat Unimportant 5 = Unimportant

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
21. Developing procedures, includ. instruments, for assessing the lvl. of stud. achiv., mot., and/or learn. style for stud. in your unit.	IMPORTANCE												
	1	3	3	3	2	1	1	1	3	4	3	24	48
	2	2	3	1	3	1	5	2	0	1	0	18	36
	3	0	0	1	1	1	0	0	1	0	0	4	8
	4	1	0	1	0	0	0	2	0	0	0	4	8
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	1.83	1.05	2.00	1.83	2.00	1.08	2.06	1.05	1.02	1.00	1.73	
22. Develop. pro. includ. instru. for assessing the lvl. of stud. achiv., mot., and/or learn. style for stud. in your school.	1	1	2	0	0	1	1	0	0	1	0	6	12
	2	1	1	1	0	1	4	1	3	1	1	14	28
	3	2	3	1	3	1	1	2	0	2	2	17	34
	4	2	0	3	2	0	0	1	1	1	0	10	20
	5	0	0	1	1	0	0	1	0	0	0	3	6
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	2.83	2.17	3.67	3.67	2.00	2.00	3.04	2.05	2.06	2.67	2.75	
23. Determining specific educational objectives for individual students within your unit.	1	2	6	3	4	2	3	3	3	4	3	33	66
	2	3	0	3	2	1	3	1	0	1	0	14	28
	3	1	0	0	0	0	0	1	0	0	0	2	4
	4	0	0	0	0	0	0	0	1	0	0	1	2
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	1.83	1.00	1.05	1.33	1.33	1.05	1.06	1.75	1.02	1.00	1.40	
24. Determining the grouping procedures to be used for instruction in your unit.	1	3	5	5	6	0	4	3	3	5	3	37	74
	2	2	0	0	0	2	2	2	0	0	0	8	16
	3	0	1	1	0	1	0	0	0	0	0	3	6
	4	1	0	0	0	0	0	0	1	0	0	2	4
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	1.83	1.33	1.33	1.00	2.33	1.33	1.04	1.75	1.00	1.00	1.43	
25. Determining the instructional method to be used with students in your unit.	1	3	5	4	6	2	4	3	3	4	1	35	70
	2	2	0	2	0	1	2	1	0	1	2	11	22
	3	1	1	0	0	0	0	0	0	0	0	2	4
	4	0	0	0	0	0	0	1	1	0	0	2	4
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	1.67	1.33	1.33	1.00	1.33	1.33	1.08	1.75	1.02	1.67	2.44	

KEY: 1 = Very Important 2 = Important 3 = Somewhat Important 4 = Somewhat Unimportant 5 = Unimportant

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
26. Determining the proced. to be used in assessing the attainment of educational objectives for students in your unit.	IMPORTANCE												
	1	4	3	3	4	0	3	1	3	4	1	26	52
	2	1	2	2	2	3	3	3	0	1	2	19	38
	3	1	1	1	0	0	0	0	0	0	0	3	6
	4	0	0	0	0	0	0	1	1	0	0	2	4
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	1.05	1.67	1.67	1.33	2.00	1.05	2.02	1.75	1.02	1.67	1.65	
27. Determining the proc. to be used in assess. attainment of educational objective for students in your school.	1	2	1	1	0	0	2	0	1	1	0	8	17
	2	0	2	0	0	3	3	1	2	3	1	15	31
	3	3	2	3	6	0	1	2	0	1	2	20	42
	4	0	0	2	0	0	0	2	0	0	0	4	8
	5	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	5	5	6	6	3	6	5	4	5	3	48	100
	MEAN	2.02	2.02	3.00	3.00	2.00	1.83	3.02	2.05	2.00	2.67	2.46	
28. Determining the learn. (recycling) seq. for the instructional objectives for each stud. in your unit.	1	2	3	2	3	2	2	0	2	3	1	20	42
	2	3	0	3	2	1	0	3	1	1	2	16	33
	3	1	3	1	1	0	2	1	0	1	0	10	21
	4	0	0	0	0	0	0	1	0	0	0	1	2
	5	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	6	6	6	6	3	4	5	4	5	3	48	100
	MEAN	1.83	2.00	1.83	1.67	1.33	2.00	2.06	2.25	1.06	1.67	1.86	
29. Determining the type and format for reporting student progress to parents in your unit.	1	4	3	4	2	1	4	4	3	3	2	30	60
	2	2	3	1	3	2	2	1	1	2	1	18	36
	3	0	0	1	1	0	0	0	0	0	0	2	4
	4	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	3	6	5	4	5	3	50	100
	MEAN	1.33	1.05	1.05	1.83	1.67	1.33	1.02	1.25	1.04	1.33	1.75	
30. Determining the type and format for reporting student progress to parents in your school.	1	4	3	2	0	0	4	0	1	2	2	18	37
	2	2	1	0	4	2	2	5	2	3	1	22	45
	3	0	2	1	2	0	0	0	1	0	0	6	12
	4	0	0	1	0	0	0	0	0	0	0	1	2
	5	0	0	2	0	0	0	0	0	0	0	2	4
	TOTAL	6	6	6	6	2	6	5	4	5	3	49	100
	MEAN	1.33	1.83	3.17	2.33	2.00	1.33	2.00	2.00	1.06	1.33	1.89	

KEY: 1 = Very Important 2 = Important 3 = Somewhat Important 4 = Somewhat Unimportant 5 = Unimportant

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
31. Determining the tasks and responsibilities of aides and other paraprofessionals in your unit.	IMPORTANCE:												
	1	3	2	4	4	1	1	2	4	2	3	26	53
	2	3	4	2	1	1	5	3	0	3	0	22	45
	3	0	0	0	1	0	0	0	0	0	0	1	2
	4	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	2	6	5	4	5	3	49	100
	MEAN	1.05	1.67	1.33	1.05	1.03	1.83	1.06	1.00	1.06	1.00	1.45	
32. Determining the tasks and responsibilities of aides and other paraprofessionals in your school.	1	0	1	0	1	1	0	0	0	0	0	3	6
	2	1	3	1	0	0	5	0	4	0	1	15	31
	3	3	1	3	4	1	1	2	0	4	1	20	41
	4	2	1	0	1	0	0	3	0	1	0	8	16
	5	0	0	2	0	0	0	0	0	0	1	3	6
	TOTAL	6	6	6	6	2	6	5	4	5	3	49	100
	MEAN	3.17	2.33	3.05	2.83	2.00	2.17	3.06	2.00	3.02	3.33	2.81	
33. Determining the nature of inservice for your unit.	1	1	2	2	3	0	3	2	2	3	0	18	38
	2	2	4	4	0	2	2	3	2	0	1	22	46
	3	3	0	0	3	0	1	0	0	1	0	8	16
	4	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	2	6	5	4	4	3	48	100
	MEAN	2.33	1.67	1.67	2.00	2.00	1.67	1.06	1.05	1.05	2.00	1.79	
34. Determining the nature of inservice for your school.	1	2	2	2	2	0	3	1	2	1	0	15	31
	2	1	2	3	0	2	2	4	2	3	3	22	46
	3	3	1	1	4	0	1	0	0	1	0	11	23
	4	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	5	6	6	2	6	5	4	5	3	48	100
	MEAN	2.17	1.08	1.83	2.33	2.00	1.67	1.08	1.05	2.00	3.00	1.86	

KEY: 1 = Very Important 2 = Important 3 = Somewhat Important 4 = Somewhat Unimportant 5 = Unimportant

FREQUENCY DISTRIBUTIONS FOR ACTUAL FREQUENCY OF INVOLVEMENT IN EACH DECISIONAL ISSUE

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
1. Hiring new teaching personnel for your unit.	ACTUAL FREQUENCY												
	1	1	0	0	0	0	0	1	0	0	0	2	4
	2	0	0	0	0	0	0	3	1	0	0	4	9
	3	0	3	3	1	0	4	0	2	1	1	15	33
	4	5	3	2	4	3	2	1	0	3	2	25	54
	TOTAL	6	6	5	5	3	6	5	3	4	3	46	100
	MEAN	3.05	3.05	3.04	3.08	4.00	3.33	2.02	2.67	3.75	3.67	3.38	
2. Hiring new teaching personnel for your school.	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	1	2
	3	1	0	0	0	0	3	1	2	2	0	9	19
	4	5	5	6	5	3	3	4	1	3	3	38	79
	TOTAL	6	5	6	6	3	6	5	3	5	3	48	100
	MEAN	3.83	4.00	4.00	3.67	4.00	3.05	3.08	3.03	3.06	4.00	3.80	
3. Selecting specific instructional tests for use in your unit.	1	0	0	2	0	0	0	0	1	1	0	4	8
	2	6	0	1	1	1	3	1	1	3	0	17	35
	3	0	4	3	3	2	3	2	0	0	2	19	39
	4	0	2	0	2	0	0	2	1	1	1	9	18
	TOTAL	6	6	6	6	3	6	5	3	5	3	49	100
	MEAN	2.00	3.03	2.17	3.17	2.67	2.05	3.02	2.03	2.02	3.03	2.68	
4. Selecting specific instructional tests for schoolwide use.	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	1	1	0	0	1	0	0	0	0	3	6
	3	4	1	3	1	1	3	1	2	0	1	17	36
	4	2	3	2	4	2	2	4	1	5	2	27	58
	TOTAL	6	5	6	5	3	6	5	3	5	3	47	100
	MEAN	3.33	2.04	3.17	3.08	3.67	3.17	3.08	3.33	4.00	3.67	3.53	
5. Resolving learning problems of individual students in your unit.	1	1	1	1	1	1	1	3	2	0	0	11	22
	2	2	3	4	2	1	5	2	1	3	2	25	51
	3	3	2	1	2	1	0	0	0	2	1	12	24
	4	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	3	6	5	3	5	3	49	100
	MEAN	2.33	2.17	2.00	2.05	2.00	1.83	1.04	1.33	2.40	2.03	2.02	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	Σ	%
6. Determining appropriate instructional methods and techniques for students in your unit.	Actual Frequency												
	1	1	2	2	1	0	1	2	2	1	0	12	26
	2	3	3	2	2	2	5	3	0	3	3	26	55
	3	2	0	2	2	1	0	0	1	1	0	91	19
	4	0	0	0	0	0	0	0	0	0	0	0	0
	Total	6	5	6	5	3	6	5	3	5	3	47	100
	Mean	2.17	1.06	2.00	2.02	2.03	1.83	1.60	1.67	2.00	2.00	1.93	
7. Establishing general schoolwide instructional policies.	1	1	0	0	0	0	0	0	1	0	1	3	6
	2	1	1	2	0	1	4	1	1	0	0	11	23
	3	3	2	3	5	1	2	1	1	2	2	22	46
	4	1	2	1	1	1	0	3	0	3	0	12	25
	Total	6	5	6	6	3	6	5	3	5	3	48	100
	Mean	2.67	3.02	2.08	3.17	3.00	2.33	3.04	2.00	3.06	2.03	2.85	
8. Establishing student disciplinary policies for your unit.	1	1	1	1	2	0	0	1	2	2	1	11	22
	2	5	3	3	2	2	4	3	0	2	2	26	53
	3	0	2	2	1	1	2	1	1	1	0	11	22
	4	0	0	0	1	0	0	0	0	0	0	1	2
	Total	6	6	6	6	3	6	5	3	5	3	49	100
	Mean	1.83	2.17	2.17	2.17	2.38	2.03	2.00	1.67	1.80	1.67	2.01	
9. Establishing student disciplinary policies for your school.	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	3	1	1	1	1	3	2	1	1	2	16	33
	3	3	2	4	4	1	3	2	1	2	1	23	47
	4	0	3	1	1	1	0	1	1	2	0	10	20
	Total	6	6	6	6	3	6	5	3	5	3	49	100
	Mean	2.05	3.03	3.00	3.00	3.00	2.05	2.08	3.00	3.20	3.33	2.96	
10. Planning the budget for your unit.	1	1	0	1	0	0	0	1	0	2	1	6	13
	2	2	0	1	1	0	0	2	0	1	1	8	17
	3	2	2	2	3	1	4	1	2	0	1	18	39
	4	1	3	2	1	2	2	1	0	2	0	14	30
	Total	6	5	6	5	3	6	5	2	5	3	46	100
	Mean	2.05	3.06	2.08	3.00	3.67	3.33	2.04	3.00	2.04	2.00	2.87	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
11. Planning the school-wide budget.	Actual Frequency 1	0	0	0	0	0	0	1	0	0	1	2	4
	2	1	0	0	0	0	0	0	0	0	0	1	2
	3	3	1	2	4	1	2	2	1	1	2	19	40
	4	2	5	4	1	2	4	2	1	4	0	25	53
	Total	6	6	6	5	3	6	5	2	5	3	47	100
	Mean	3.17	3.83	3.67	3.02	3.67	3.67	3.00	3.04	3.08	2.33	3.38	
12. Determining specific teaching assignments within your unit.	1	0	0	1	0	0	1	1	0	2	1	6	13
	2	2	4	0	6	2	1	3	1	1	2	22	49
	3	3	2	3	0	1	2	0	1	1	0	13	29
	4	0	0	1	0	0	0	1	1	1	0	4	9
	Total	5	6	5	6	3	4	5	3	5	3	45	100
	Mean	2.06	2.33	2.08	2.00	2.33	2.25	2.02	3.00	2.02	1.67	2.34	
13. Determining specific teaching assignments within your school.	1	0	0	0	0	0	1	0	0	0	0	1	2
	2	1	1	0	0	0	0	0	0	1	0	3	6
	3	2	1	0	3	1	2	1	2	2	1	15	34
	4	3	3	6	2	2	1	4	1	2	2	26	58
	Total	6	5	6	5	3	4	5	3	5	3	45	100
	Mean	3.33	3.04	4.00	3.04	3.67	2.75	3.08	3.33	3.02	3.67	3.45	
14. Allocating physical space and facilities within your unit.	1	0	0	1	0	0	0	2	1	1	1	6	13
	2	2	2	0	4	2	1	0	1	2	2	16	33
	3	3	2	3	2	0	5	2	1	1	0	19	40
	4	1	1	2	0	1	0	1	0	1	0	7	15
	Total	6	5	6	6	3	6	5	3	5	3	48	100
	Mean	2.83	2.08	3.00	2.33	2.67	2.83	2.04	2.00	2.04	1.67	1.66	
15. Allocating physical space and facilities within your school.	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	1	0	1	2	1	2	0	0	0	7	15
	3	0	0	2	3	1	4	0	3	1	2	16	34
	4	5	4	4	2	0	1	3	0	4	1	24	51
	Total	5	5	6	6	3	6	5	3	5	3	47	100
	Mean	4.00	3.06	3.67	3.17	2.33	3.00	3.02	3.00	3.08	3.33	3.29	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
	ACTUAL FREQUENCY												
16. Resolving unit problems with community groups.	1	0	2	0	0	0	0	3	0	1	1	7	16
	2	0	1	2	1	1	1	1	1	0	1	9	21
	3	3	1	3	1	2	2	1	0	2	1	16	37
	4	3	2	1	2	0	1	0	1	1	0	11	26
	TOTAL	6	6	6	4	3	4	5	2	4	3	43	100
	MEAN	3.05	2.05	2.83	3.25	2.67	3.00	1.06	3.00	2.75	2.00	2.41	
17. Resolving school problems with community groups.	1	0	0	0	0	0	0	1	0	0	0	1	2
	2	0	1	1	0	0	1	1	0	0	0	4	9
	3	3	2	5	1	2	2	2	1	2	1	21	49
	4	3	2	0	3	1	1	1	1	3	2	17	40
	TOTAL	6	5	6	4	3	4	5	2	5	3	43	100
	MEAN	3.05	3.02	2.83	2.75	3.33	3.00	2.06	3.05	3.06	3.67	3.30	
18. Formulating the general educational objectives to be attached by the student population of the school.	1	0	1	0	0	0	0	0	0	0	0	1	2
	2	4	1	2	2	1	1	1	1	0	0	13	29
	3	1	2	4	4	2	3	2	1	4	3	26	57
	4	1	1	0	0	0	0	2	1	1	0	6	13
	TOTAL	6	5	6	6	3	4	5	3	5	3	46	100
	MEAN	2.05	2.06	2.67	2.67	2.67	2.75	3.02	3.00	3.20	3.00	2.78	
19. Establishing the range of educational objectives for students in your unit.	1	0	3	2	1	0	0	1	2	0	2	11	22
	2	4	2	2	3	2	4	3	0	3	1	24	49
	3	2	1	2	2	1	2	1	0	1	0	12	24
	4	0	0	0	0	0	0	0	1	1	0	2	4
	TOTAL	6	6	6	6	3	6	5	3	5	3	49	100
	MEAN	2.33	1.67	2.00	2.17	2.33	2.33	2.00	2.00	2.06	1.33	2.07	
20. Establishing the range of educational objectives for students in units other than your own.	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	2	0	0	0	1	0	0	0	0	3	6
	3	3	1	4	3	1	2	0	2	1	1	18	37
	4	3	3	2	3	2	3	5	1	4	2	28	51
	TOTAL	6	6	6	6	3	6	5	3	5	3	49	100
	MEAN	3.05	3.17	3.33	3.05	3.67	3.33	4.00	3.33	3.08	3.67	3.53	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
21. Developing procedures, including instruments, for assessing the lvl. of student achvmnt., mot., and/or learn. style for stud. in your unit.	Actual Frequency												
	1	1	3	2	1	0	0	1	0	1	0	9	19
	2	4	2	1	2	0	3	1	2	2	2	19	40
	3	1	1	3	2	2	3	1	1	1	0	15	32
	4	0	0	0	1	1	0	1	0	1	0	4	8
	Total	6	6	6	6	3	6	4	3	5	2	47	100
	Mean	2.00	1.67	2.17	2.05	3.33	2.05	3.06	2.33	2.04	2.00	2.45	
22. Develop. pro; including instru. for assessing the lvl. of stud. achiv., mot., and/or learn. style for stud. in your school.	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	1	1	0	0	1	2	0	0	0	0	5	10
	3	3	2	2	3	0	3	0	2	3	1	19	40
	4	2	3	4	3	2	1	4	1	2	2	24	50
	Total	6	6	6	6	3	6	4	3	5	3	48	100
	Mean	3.17	3.33	3.67	3.50	3.33	2.83	4.00	3.33	3.04	3.67	3.42	
23. Determining specific educational objectives for individual students within your unit.	1	1	3	3	1	0	0	2	1	1	1	13	27
	2	2	1	2	4	3	5	2	1	2	2	24	49
	3	3	2	0	0	0	1	1	0	2	0	9	18
	4	0	0	1	1	0	0	0	1	0	0	3	6
	Total	5	6	6	6	3	6	6	3	5	3	49	100
	Mean	2.33	1.83	1.83	2.16	2.00	2.17	1.80	2.33	2.20	1.67	2.03	
24. Determining the grouping procedures to be used for instruction in your unit.	1	1	3	4	4	2	0	3	2	5	2	26	53
	2	5	3	1	2	1	5	2	0	0	1	20	41
	3	0	0	0	0	0	1	0	0	0	0	1	2
	4	0	0	1	0	0	0	0	1	0	0	2	4
	Total	6	6	6	6	3	6	5	3	5	3	49	100
	Mean	1.83	1.05	1.67	1.33	1.33	2.17	1.04	2.00	1.00	1.33	1.55	
25. Determining the instructional method to be used with students in your unit.	1	2	2	3	4	0	0	1	0	3	1	16	33
	2	2	3	2	2	2	4	2	2	2	2	23	48
	3	2	1	0	0	1	2	2	0	0	0	8	17
	4	0	0	1	0	0	0	0	1	0	0	2	4
	Total	6	6	6	6	3	6	5	3	5	3	49	100
	Mean	2.00	1.08	1.83	1.33	2.33	2.33	2.02	2.67	1.04	1.67	1.96	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
26. Determining the procedures to be used in assessing the educational objectives for students in your unit.	ACTUAL FREQUENCY												
	1	2	2	4	2	0	0	0	0	1	0	11	22
	2	2	2	0	4	2	5	3	1	3	2	24	49
	3	2	2	1	0	1	1	1	1	1	1	11	22
	4	0	0	1	0	0	0	1	1	0	0	3	6
	TOTAL	6	6	6	6	3	6	5	3	5	3	49	100
	MEAN	2.00	2.00	1.83	1.67	2.33	2.17	2.60	3.00	2.00	2.33	3.08	
27. Determining the proc. to be used in assessing the attainment of educational objectives for students in your school.	1	1	1	0	0	0	0	0	0	0	0	2	4
	2	1	2	0	0	0	4	0	0	0	0	7	15
	3	2	1	3	5	2	1	2	2	3	1	22	47
	4	1	1	3	1	1	1	3	1	2	2	16	34
	TOTAL	5	5	6	6	3	6	5	3	5	3	47	100
	MEAN	2.00	2.04	3.05	3.17	3.33	2.05	3.06	3.33	3.04	3.67	3.09	
28. Determining the learning (recycling) seq. for the instructional objectives for each student in your unit.	1	0	2	2	1	1	0	0	0	0	0	6	13
	2	6	1	3	3	1	3	3	0	3	2	25	52
	3	0	2	1	1	1	0	1	2	1	1	10	22
	4	0	1	0	1	0	1	1	1	1	0	6	13
	TOTAL	6	6	6	6	3	4	5	3	5	3	46	100
	MEAN	2.00	2.00	2.33	1.83	2.33	2.00	2.05	2.06	3.33	2.06	2.35	
29. Determining the type and format for reporting student progress to parents in your unit.	1	0	1	2	1	0	0	1	1	0	0	6	12
	2	0	1	2	3	0	4	0	1	3	1	15	31
	3	3	1	2	1	2	2	3	1	2	1	18	37
	4	3	3	0	1	1	0	1	0	0	1	10	20
	TOTAL	6	6	6	6	3	6	5	3	5	3	49	100
	MEAN	3.05	3.00	2.00	2.33	3.33	2.33	2.08	2.00	2.04	3.00	2.67	
30. Determining the type and format for reporting student progress to parents in your school.	1	0	0	1	0	0	0	0	0	0	0	1	2
	2	0	1	1	1	0	5	0	0	3	1	12	25
	3	3	1	1	4	2	1	3	2	1	0	18	38
	4	3	4	3	1	0	0	2	1	1	2	17	36
	TOTAL	6	6	6	6	2	6	5	3	5	3	48	100
	MEAN	3.05	3.05	3.00	3.00	3.00	2.17	3.40	3.33	2.06	3.33	3.08	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
31. Determining the tasks and responsibilities of aides and other paraprofessionals in your unit.	Actual Frequency												
	1	0	1	4	2	1	0	2	1	0	1	12	25
	2	4	2	1	2	0	3	2	1	2	2	19	40
	3	2	2	1	2	1	3	1	1	3	0	16	33
	4	0	1	0	0	0	0	0	0	0	0	1	2
	Total	6	6	6	6	2	6	5	3	5	3	48	100
	Mean	2.33	2.05	1.05	2.00	2.00	2.05	1.08	2.00	2.06	1.67	2.09	
32. Determining the tasks and responsibilities of aides and other paraprofessionals in your school.	1	0	0	0	0	1	0	0	0	0	0	1	2
	2	0	1	0	0	0	1	0	0	0	0	2	4
	3	2	1	1	3	0	5	0	1	3	1	17	35
	4	4	4	5	3	1	0	5	2	2	2	28	58
	Total	6	6	6	6	2	6	5	3	5	3	48	100
	Mean	3.67	3.05	3.83	3.05	2.05	2.83	4.00	3.67	3.04	3.67	3.45	
33. Determining the nature of inservice for your unit.	1	0	0	0	1	0	0	0	1	0	0	2	4
	2	1	1	2	1	0	1	0	0	0	1	7	15
	3	3	1	4	2	1	5	0	1	1	2	20	43
	4	2	4	0	2	1	0	5	1	3	0	18	38
	Total	6	6	6	6	2	6	5	3	4	3	47	100
	Mean	3.17	3.05	2.67	2.83	3.05	2.83	4.00	2.67	3.75	2.67	3.05	
34. Determining the nature of inservice for your school.	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	1	1	0	0	1	0	0	0	0	3	6
	3	3	1	4	4	1	5	0	2	2	1	23	49
	4	3	3	1	2	1	0	5	1	3	2	21	45
	Total	6	5	6	6	2	6	5	3	5	3	47	100
	Mean	3.05	3.04	3.00	3.33	3.05	2.83	4.00	3.33	3.06	3.67	3.41	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

FREQUENCY DISTRIBUTIONS FOR DESIRED FREQUENCY
OF INVOLVEMENT IN EACH DECISIONAL ISSUE

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
1. Hiring new teaching personnel for your unit.	DESIRED FREQUENCY 1	2	2	1	0	2	2	3	3	1	2	18	39
	2	2	1	2	2	1	2	2	0	4	0	16	34
	3	0	1	3	1	0	2	0	0	0	1	8	17
	4	2	1	0	2	0	0	0	0	0	0	5	11
	TOTAL	6	5	6	5	3	6	5	3	5	3	47	100
	MEAN	2.33	2.02	2.33	3.00	1.33	2.00	1.04	1.00	1.08	1.67	1.09	
2. Hiring new teaching personnel for your school.	1	0	1	0	0	2	0	0	0	0	0	3	6
	2	1	1	1	3	0	1	1	1	3	2	14	29
	3	3	0	1	0	1	5	3	2	2	0	17	35
	4	2	3	4	3	0	0	1	0	0	1	14	29
	TOTAL	6	5	6	6	3	6	5	3	5	3	48	100
	MEAN	3.17	3.00	3.05	3.00	1.67	2.83	3.00	2.67	2.04	2.67	2.79	
3. Selecting specific instructional tests for use in your unit.	1	1	4	2	1	0	1	4	2	2	0	17	35
	2	5	1	2	2	3	5	0	0	2	2	22	45
	3	0	1	2	3	0	0	1	0	1	1	9	18
	4	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	6	6	6	6	3	6	5	3	5	3	49	100
	MEAN	1.83	1.50	2.00	2.33	2.00	1.83	1.40	2.00	1.80	2.33	1.90	
4. Selecting specific instructional tests for schoolwide use.	1	0	1	0	0	0	0	1	1	1	0	4	9
	2	2	2	2	2	3	2	1	1	2	1	18	38
	3	4	1	4	1	0	2	3	0	2	2	19	40
	4	0	1	0	2	0	2	0	1	0	0	6	13
	TOTAL	6	5	6	5	3	6	5	3	5	3	47	100
	MEAN	2.67	2.40	2.67	3.00	2.00	3.00	2.40	2.33	2.20	2.67	2.53	
5. Resolving learning problems of individual students in your unit.	1	0	3	1	2	2	2	3	2	1	2	18	37
	2	6	3	4	4	1	4	2	1	3	1	29	59
	3	0	0	1	0	0	0	0	0	1	0	2	4
	4	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	3	6	5	3	5	3	49	100
	MEAN	2.00	1.50	2.00	1.67	1.33	1.67	1.40	1.33	2.20	1.33	1.64	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
6. Determining appropriate instructional methods and techniques for students in your unit.	DESIRED FREQUENCY												
	1	1	4	2	1	0	2	3	2	3	2	20	42
	2	4	2	4	3	3	4	2	0	2	1	25	52
	3	1	0	0	1	0	0	0	1	0	0	3	6
	4	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	5	3	6	5	3	5	3	48	100
	MEAN	2.00	1.53	1.67	2.00	2.00	1.67	1.40	1.67	1.40	1.33	1.64	
7. Establishing general schoolwide instructional policies.	1	0	2	0	1	1	0	0	2	0	0	6	13
	2	2	1	3	1	2	5	5	0	3	2	24	52
	3	3	2	3	4	0	1	0	1	2	1	17	35
	4	1	0	0	0	0	0	0	0	0	0	1	2
	TOTAL	6	5	6	6	3	6	5	3	5	3	48	100
	MEAN	2.80	2.00	2.50	2.50	1.67	2.16	2.00	1.67	2.40	2.33	2.17	
8. Establishing student disciplinary policies for your unit.	1	1	2	1	4	1	0	1	2	3	3	18	37
	2	5	3	3	2	1	6	3	1	1	0	25	51
	3	0	1	2	0	1	0	1	0	1	0	6	12
	4	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	6	6	6	6	3	6	5	3	5	3	49	100
	MEAN	1.83	1.83	2.17	1.33	2.00	2.00	2.00	1.33	1.60	1.00	1.75	
9. Establishing student disciplinary policies for your school.	1	0	2	0	2	1	0	0	2	0	0	7	14
	2	4	1	2	2	1	4	3	0	4	3	24	49
	3	2	3	3	2	1	2	2	1	1	0	17	35
	4	0	0	1	0	0	0	0	0	0	0	1	2
	TOTAL	6	6	6	6	3	6	5	3	5	3	49	100
	MEAN	2.33	2.17	2.83	2.00	2.00	2.33	2.40	1.67	2.20	2.00	2.19	
10. Planning the budget for your unit.	1	1	2	3	1	2	1	3	1	2	1	17	36
	2	2	2	2	1	1	3	2	1	1	1	16	34
	3	2	1	1	3	0	2	0	0	2	1	12	26
	4	1	1	0	0	0	0	0	0	0	0	2	4
	TOTAL	6	6	6	5	3	6	5	2	5	3	47	100
	MEAN	2.50	2.17	1.67	2.40	1.33	2.17	1.40	1.50	2.00	2.00	1.91	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
	DESIRED FREQUENCY												
11. Planning the school-wide budget.	1	0	1	0	0	2	0	1	0	0	1	5	11
	2	1	0	1	2	1	0	2	1	1	1	10	22
	3	2	3	3	3	0	5	0	1	4	1	22	48
	4	3	1	2	0	0	1	2	0	0	0	9	20
	TOTAL	6	5	6	5	3	6	5	2	5	3	46	100
	MEAN	3.33	2.80	3.17	2.60	1.33	3.17	2.60	2.50	2.80	2.00	2.63	
12. Determining specific teaching assignments within your unit.	1	0	1	2	0	0	1	2	2	3	2	13	30
	2	3	4	0	6	3	2	2	0	1	1	22	51
	3	2	0	2	0	0	1	1	0	1	0	7	16
	4	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	5	5	4	6	3	4	5	3	5	3	43	100
	MEAN	2.40	1.80	2.00	2.00	2.00	2.00	1.80	2.00	1.60	1.33	1.89	
13. Determining specific teaching assignments within your school.	1	0	1	0	0	0	0	0	0	0	0	1	2
	2	0	2	0	2	2	0	1	2	3	1	13	29
	3	3	1	3	3	1	2	1	0	2	1	17	38
	4	3	2	3	0	0	1	3	1	0	1	14	31
	TOTAL	6	6	6	5	3	3	5	3	5	3	45	100
	MEAN	3.50	2.67	3.05	2.60	2.33	3.33	3.40	2.67	2.40	3.00	2.64	
14. Allocating physical space and facilities within your unit.	1	1	1	1	1	0	0	3	3	2	1	13	27
	2	3	2	2	4	2	4	1	0	2	2	22	46
	3	1	3	2	1	0	2	1	0	1	0	11	23
	4	1	0	1	0	0	0	0	0	0	0	2	4
	TOTAL	6	6	6	6	2	6	5	3	5	3	48	100
	MEAN	2.33	2.33	2.50	2.00	2.00	2.33	1.60	1.00	1.80	1.67	1.96	
15. Allocating physical space and facilities within your school.	1	0	1	0	0	0	0	0	2	0	0	3	6
	2	0	1	0	2	2	3	3	1	1	1	14	30
	3	2	3	5	4	1	3	2	0	4	2	26	55
	4	3	0	1	0	0	0	0	0	0	0	4	9
	TOTAL	5	5	6	6	3	6	5	3	5	3	47	100
	MEAN	3.60	2.40	3.17	2.67	2.33	2.50	2.40	1.33	2.80	2.67	2.47	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	Σ	%
	DESIRED FREQUENCY												
16. Resolving unit problems with community groups.	1	0	1	1	0	0	0	3	1	2	0	8	19
	2	0	2	1	1	2	2	2	0	1	1	12	29
	3	3	3	3	3	1	2	0	0	1	2	18	43
	4	3	0	0	0	0	0	0	1	0	0	4	9
	TOTAL	6	6	5	4	3	4	5	2	4	3	42	100
	MEAN	3.50	2.33	2.40	2.75	2.33	2.50	1.40	2.50	1.75	2.67	2.25	
17. Resolving school problems with community groups.	1	0	1	0	0	0	0	1	0	0	0	2	5
	2	0	1	1	1	1	1	3	1	2	0	11	27
	3	3	3	4	2	1	3	1	0	3	2	22	54
	4	3	0	0	1	0	0	0	1	0	1	6	15
	TOTAL	6	5	5	4	2	4	5	2	5	3	41	100
	MEAN	3.50	2.40	2.80	3.00	2.50	2.75	2.00	3.00	2.60	3.33	2.59	
18. Formulating the general educational objectives to be attached by the student population of the school.	1	0	1	1	0	1	0	1	2	0	0	6	13
	2	4	4	4	3	2	4	2	0	4	1	28	61
	3	1	0	1	3	0	0	2	0	1	2	10	22
	4	1	0	0	0	0	0	0	1	0	0	2	4
	TOTAL	6	5	6	6	3	4	5	3	5	3	46	100
	MEAN	2.50	1.80	2.00	2.50	1.67	2.00	2.20	2.00	2.20	2.67		
19. Establishing the range of educational objectives for students in your unit.	1	0	4	2	2	1	1	3	2	0	2	17	36
	2	3	2	3	3	1	5	1	0	5	1	24	51
	3	2	0	1	1	0	0	1	1	0	0	6	13
	4	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	5	6	6	6	2	6	5	3	5	3	47	100
	MEAN	2.40	1.33	1.83	1.83	1.50	1.83	1.60	1.67	2.00	1.33	1.73	
20. Establishing the range of educational objectives for students in units other than your own.	1	0	1	0	0	0	0	0	0	0	0	1	2
	2	0	2	0	1	2	2	1	2	0	0	10	21
	3	4	3	5	3	0	2	4	0	5	2	28	60
	4	1	0	1	2	0	2	0	1	0	1	8	17
	TOTAL	5	6	6	6	2	6	5	3	5	3	47	100
	MEAN	3.20	2.33	3.17	3.17	2.00	3.00	2.80	2.67	3.00	3.33	2.83	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
21. Developing procedures, including instruments, for assessing the lvl. of student achvmnt., mot., and/or learn. style for stud. in your unit.	DESIRED FREQUENCY												
	1	1	5	2	1	1	0	2	2	1	0	15	32
	2	4	1	2	3	1	5	1	0	4	3	24	51
	3	0	0	2	2	0	1	2	1	0	0	8	17
	4	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	5	6	6	6	2	6	5	3	5	3	47	100
	MEAN	1.80	1.17	2.00	2.17	1.50	2.17	2.00	1.67	1.80	2.00	1.82	
22. Develop.pro. including instru. for assessing the lvl. of stud. achiv., mot., and/or learn. style for stud. in your school.	1	0	1	0	0	0	0	0	0	0	0	1	2
	2	2	4	0	0	2	4	0	2	1	0	15	33
	3	2	1	4	3	0	2	3	0	4	3	22	48
	4	1	0	2	3	0	0	1	1	0	0	8	17
	TOTAL	5	6	6	6	2	6	4	3	5	3	46	100
	MEAN	2.80	2.00	3.33	3.50	2.00	2.33	3.25	2.67	2.80	3.00	2.77	
23. Determining specific educational objectives for individual students within your unit.	1	1	5	3	1	0	0	3	2	1	2	18	38
	2	2	1	3	5	2	6	1	0	4	1	25	53
	3	2	0	0	0	0	0	1	0	0	0	3	6
	4	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	5	6	6	6	2	6	5	3	5	3	47	100
	MEAN	2.20	1.17	1.50	1.83	2.00	2.00	1.60	2.00	1.80	1.33	1.74	
24. Determining the grouping procedures to be used for instruction in your unit.	1	3	3	4	5	3	0	3	2	5	2	30	63
	2	2	2	1	1	0	6	2	0	0	1	15	31
	3	1	0	1	0	0	0	0	0	0	0	2	4
	4	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	6	5	6	6	3	6	5	3	5	3	48	100
	MEAN	1.67	1.40	1.50	1.17	1.00	2.00	1.40	2.00	1.00	1.33	1.44	
25. Determining the instructional method to be used with students in your unit.	1	3	3	3	4	1	0	2	2	3	1	22	46
	2	1	2	3	2	2	6	2	0	2	2	22	46
	3	2	0	0	0	0	0	1	0	0	0	3	6
	4	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	6	5	6	6	3	6	5	3	5	3	48	100
	MEAN	1.83	1.40	1.50	1.33	1.67	2.00	1.80	2.00	1.40	1.67	1.29	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	Σ	%
26. Determining the procedures to be used in assessing the educational objectives for students in your unit.	DESIRED FREQUENCY												
	1	1	5	4	2	1	1	1	2	1	1	19	39
	2	3	2	0	4	2	5	3	0	4	2	25	51
	3	2	0	2	0	0	0	1	0	0	0	5	10
	4	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	6	6	6	6	3	6	5	3	5	3	49	100
	MEAN	2.17	1.33	1.67	1.67	1.67	1.83	2.00	2.00	1.80	1.67	1.78	
27. Determining the proc. to be used in assessing the attainment of educational objectives for students in your school.	1	2	1	0	0	1	1	0	0	0	0	5	11
	2	1	2	1	2	1	2	1	2	1	0	13	28
	3	2	2	3	4	1	3	3	0	4	2	24	51
	4	0	0	2	0	0	0	1	1	0	1	5	11
	TOTAL	5	5	6	6	3	6	5	3	5	3	47	100
	MEAN	2.00	2.20	3.17	2.67	2.00	2.33	3.00	2.67	2.80	3.33	2.62	
28. Determining the learning (recycling) seq. for the instructional objectives for each student in your unit.	1	0	2	2	2	1	1	0	1	0	0	9	20
	2	5	3	2	3	1	3	3	1	3	3	26	57
	3	1	1	2	1	1	0	2	0	2	0	10	22
	4	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	6	6	6	6	3	4	5	3	5	3	46	100
	MEAN	2.17	1.83	2.00	1.83	2.00	1.75	2.40	2.33	2.40	2.00	2.07	
29. Determining the type and format for reporting student progress to parents in your unit.	1	2	4	4	1	1	3	3	2	3	0	23	41
	2	3	1	0	3	2	3	0	1	2	3	18	37
	3	0	1	2	1	0	0	1	0	0	0	5	10
	4	0	0	0	0	0	0	1	0	0	0	1	2
	TOTAL	5	6	6	5	3	6	5	3	5	3	47	100
	MEAN	1.60	1.50	1.67	2.00	1.67	1.50	2 00	1.33	1.40	2.00	1.41	
30. Determining the type and format for reporting student progress to parents in your school.	1	2	1	2	0	1	0	0	0	2	0	8	17
	2	2	4	0	3	1	6	4	3	2	2	27	56
	3	2	1	2	3	0	0	0	0	1	1	10	21
	4	0	0	2	0	0	0	1	0	0	0	3	6
	TOTAL	6	6	6	6	2	6	5	3	5	3	48	100
	MEAN	2.00	2.00	2.67	2.50	1.50	2.00	2.40	2.00	1.80	2.33	2.12	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
31. Determining the tasks and responsibilities of aides and other paraprofessionals in your unit.	Desired Frequency												
	1	0	2	5	4	1	0	2	2	0	2	18	38
	2	5	4	1	1	1	4	2	1	4	1	24	50
	3	1	0	0	1	0	2	1	0	1	0	61	13
	4	0	0	0	0	0	0	0	0	0	0	0	0
	Total	6	6	6	6	2	6	5	3	5	3	48	100
	Mean	2.16	1.67	1.17	1.50	1.50	2.33	1.80	1.33	2.20	1.33	1.69	
32. Determining the tasks and responsibilities of aides and other paraprofessionals in your school.	1	0	0	0	0	1	0	0	0	0	0	1	2
	2	0	4	1	0	0	2	0	2	1	0	10	21
	3	5	1	3	5	1	4	4	1	3	2	29	60
	4	1	1	2	1	0	0	1	0	1	1	8	17
	Total	6	6	6	6	2	6	5	3	5	3	48	100
	Mean	3.17	2.50	3.17	3.17	2.00	2.67	3.20	2.33	3.00	3.33	2.85	
33. Determining the nature of inservice for your unit.	1	1	2	2	1	0	1	2	1	1	1	11	23
	2	2	3	2	1	2	4	2	1	2	1	20	43
	3	3	1	2	4	0	1	0	1	1	1	14	30
	4	0	0	0	0	0	0	1	0	0	0	1	2
	Total	6	6	6	6	2	6	5	3	4	3	47	100
	Mean	2.33	1.83	2.00	2.50	2.00	2.00	2.00	2.00	2.00	2.00	2.06	
34. Determining the nature of inservice for your school.	1	1	1	2	1	0	0	1	1	1	0	6	13
	2	2	3	3	0	2	5	3	1	3	2	24	51
	3	3	1	0	5	0	1	0	1	1	1	15	32
	4	0	0	1	0	0	0	1	0	0	0	2	4
	Total	6	5	6	6	2	6	5	3	5	3	47	100
	Mean	2.33	2.00	2.00	2.67	2.00	2.17	2.20	2.00	2.00	2.33	2.15	

KEY: 1 = Always 2 = Often 3 = Sometimes 4 = Never

FREQUENCY DISTRIBUTIONS FOR ACTUAL EXTENT OF INVOLVEMENT IN EACH DECISIONAL ISSUE

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	12	13	10	N	%
1. Hiring new teaching personnel for your unit.	ACTUAL EXTENT												
	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	1	0	1	0	0	0	2	2	0	0	6	13
	3	0	1	0	1	0	0	0	0	0	0	2	4
	4	0	1	2	0	0	2	1	1	1	1	9	20
	5	5	4	2	4	3	4	1	0	3	2	28	62
	TOTAL	6	6	5	5	3	6	4	3	4	3	45	100
	MEAN	4.50	4.50	4.00	4.60	5.00	4.67	3.25	2.66	4.75	4.66	4.22	
2. Hiring new teaching personnel for your school.	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	1	0	1	0	0	0	0	0	0	2	4
	3	1	0	0	0	0	0	0	0	0	0	1	2
	4	0	0	0	0	0	2	2	1	1	0	6	13
	5	5	5	6	5	3	4	3	1	4	3	39	81
	TOTAL	6	6	6	6	3	6	5	2	5	3	48	100
	MEAN	4.66	4.50	5.00	4.50	5.00	4.66	4.60	4.50	4.80	5.00	4.75	
3. Selecting specific instructional tests for use in your unit.	1	1	0	3	0	0	2	0	0	0	0	6	13
	2	1	1	0	1	2	1	1	2	1	1	11	23
	3	2	1	0	2	0	1	1	0	1	0	8	17
	4	2	1	2	0	0	2	0	0	2	1	10	21
	5	0	3	0	2	1	0	3	1	1	1	12	26
	TOTAL	6	6	5	5	3	6	5	3	5	3	47	100
	MEAN	2.83	4.00	2.20	3.60	3.00	2.50	4.00	3.00	3.60	3.66	3.24	
4. Selecting specific instructional tests for schoolwide use.	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	1	1	0	1	1	0	0	0	0	4	8
	3	0	0	1	0	0	1	0	1	0	0	3	6
	4	2	1	3	2	0	1	1	1	0	1	12	27
	5	3	3	0	3	2	3	4	1	5	2	26	58
	TOTAL	5	5	5	5	3	6	5	3	5	3	45	100
	MEAN	4.60	4.20	3.40	4.60	4.00	4.00	4.80	4.00	5.00	4.66	4.33	
. Resolving learning problems of individual students in your unit.	1	0	2	1	2	1	3	4	1	1	0	15	33
	2	1	1	3	1	1	2	1	1	2	2	15	33
	3	4	1	0	1	0	1	0	1	0	0	8	17
	4	0	1	1	1	1	0	0	0	2	1	7	15
	5	0	0	0	1	0	0	0	0	0	0	1	2
	TOTAL	5	5	5	6	3	6	5	3	5	3	46	100
	MEAN	2.08	2.02	2.02	2.66	2.33	1.67	1.20	2.00	2.60	2.67	2.23	

KEY: 1 = Make Decision; 2 = Recommend Alternatives; 3 = Develop Possible Alternatives; 4 = Provide Information; 5 = No Involvement

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
6. Determining appropriate instructional methods and techniques for students in your unit.	ACTUAL EXTENT												
	1	1	1	4	3	1	3	3	1	1	0	18	38
	2	0	4	0	0	2	2	2	1	1	2	14	30
	3	3	0	0	2	0	0	0	0	1	0	6	13
	4	1	1	2	0	0	1	0	1	2	1	9	19
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	5	6	6	5	3	6	5	3	5	3	47	100
	MEAN	2.08	2.17	2.00	1.80	1.66	1.83	1.40	2.33	2.80	2.67	2.15	
7. Establishing general schoolwide instructional policies.	1	0	0	1	0	0	3	0	0	0	0	4	9
	2	1	1	2	1	0	2	1	1	0	1	10	22
	3	1	2	1	2	1	0	0	1	0	0	8	17
	4	2	0	1	1	1	1	2	1	2	1	12	26
	5	0	2	1	2	1	0	2	0	3	1	12	26
	TOTAL	4	5	6	6	3	6	5	3	5	3	46	100
	MEAN	3.25	3.60	2.83	3.67	4.00	1.83	4.00	3.00	4.60	3.67	3.45	
8. Establishing student disciplinary policies for your unit.	1	1	0	2	1	0	2	1	1	1	1	10	22
	2	2	4	2	2	0	1	4	1	3	1	20	44
	3	2	1	1	1	1	3	0	0	0	1	10	22
	4	0	0	0	0	1	0	0	1	1	0	3	7
	5	0	0	1	1	1	0	0	0	0	0	3	7
	TOTAL	5	5	6	5	3	6	5	3	5	3	46	100
	MEAN	2.20	2.20	2.33	2.60	4.00	2.17	1.80	2.33	2.20	2.00	2.38	
9. Establishing student disciplinary policies for your school.	1	0	0	0	0	0	2	0	0	0	0	2	4
	2	4	2	1	1	1	1	3	1	1	0	15	32
	3	0	1	1	2	1	2	1	0	1	1	10	21
	4	0	0	3	1	0	1	1	1	0	2	9	19
	5	1	2	1	2	1	0	0	1	3	0	11	23
	TOTAL	5	5	6	6	3	6	5	3	5	3	47	100
	MEAN	2.60	3.40	3.67	3.67	3.33	2.33	2.60	3.67	4.00	3.67	3.29	
10. Planning the budget for your unit.	1	2	0	2	1	0	0	1	0	2	0	8	17
	2	0	2	1	1	0	4	2	0	1	1	12	26
	3	1	1	0	1	0	0	0	0	0	1	4	9
	4	2	0	1	1	1	1	2	2	0	1	11	24
	5	0	3	2	1	2	1	0	0	2	0	11	24
	TOTAL	5	6	6	5	3	6	5	2	5	3	46	100
	MEAN	2.60	3.67	3.00	3.00	4.67	2.83	2.60	4.00	2.80	3.00	3.22	

KEY: 1 = Make Decision; 2 = Recommend Alternatives; 3 = Develop Possible Alternatives; 4 = Provide Information; 5 = No Involvement

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
11. Planning the school-wide budget.	ACTUAL EXTENT 1	0	0	0	0	0	0	0	0	0	0	0	0
	2	2	0	0	1	0	0	1	0	0	0	4	9
	3	0	1	1	2	0	3	0	0	0	1	8	20
	4	1	1	2	1	1	2	2	1	2	1	14	31
	5	2	3	3	1	2	1	2	1	3	1	19	42
	TOTAL	5	5	6	5	3	6	5	2	5	3	45	100
	MEAN	3.60	4.40	4.33	3.40	4.67	3.67	4.00	4.50	4.60	4.00	4.12	
12. Determining specific teaching assignments within your unit.	1	1	2	0	1	0	0	1	0	2	1	8	20
	2	1	3	1	5	2	0	1	1	1	2	17	41
	3	1	0	2	0	0	1	0	0	0	0	4	10
	4	1	0	1	0	1	2	1	0	1	0	7	17
	5	0	0	0	0	0	1	2	1	1	0	5	12
	TOTAL	4	5	4	6	3	4	5	2	5	3	41	100
	MEAN	2.50	1.60	3.00	1.83	2.67	4.00	3.40	3.50	2.60	1.67	2.68	
13. Determining specific teaching assignments within your school.	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	1	1	0	0	0	0	0	0	1	0	3	7
	3	0	1	0	3	1	1	0	0	1	1	8	19
	4	0	0	0	1	1	2	2	1	1	1	9	21
	5	4	3	6	1	1	1	3	1	2	1	23	53
	TOTAL	5	5	6	5	3	4	5	2	5	3	43	100
	MEAN	4.40	4.00	5.00	3.60	4.00	4.00	4.60	4.50	3.80	4.00	3.81	
14. Allocating physical space and facilities within your unit.	1	0	0	1	2	0	0	2	1	1	1	8	17
	2	1	2	2	3	2	3	0	1	2	2	18	38
	3	3	2	2	0	1	1	0	0	0	0	9	19
	4	1	0	0	1	0	1	2	1	0	0	6	13
	5	0	2	1	0	0	1	1	0	2	0	7	15
	TOTAL	5	6	6	6	3	6	5	3	5	3	48	100
	MEAN	3.00	3.33	2.67	2.00	2.33	3.00	3.00	2.33	3.00	1.67	2.33	
15. Allocating physical space and facilities within your school.	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	1	1	2	1	3	1	0	0	0	9	19
	3	0	1	0	3	1	1	0	1	0	1	8	17
	4	0	1	2	0	1	1	1	2	1	1	10	21
	5	4	3	3	1	0	1	3	0	4	1	20	42
	TOTAL	4	6	6	6	3	6	5	3	5	3	47	100
	MEAN	5.00	4.00	4.17	3.00	3.00	3.00	4.20	3.67	4.80	4.00	3.85	

KEY: 1 = Make Decision 2 = Recommend Alternatives 3 = Develop Possible Alternatives 4 = Provide Information 5 = No Involvement

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
16. Resolving unit problems with community groups.	ACTUAL EXTENT 1	0	0	0	0	0	0	3	0	0	0	3	8
	2	0	3	1	0	1	1	1	0	0	1	8	20
	3	1	0	0	1	0	1	1	0	1	0	5	13
	4	2	0	4	1	2	2	0	1	2	0	14	35
	5	2	2	0	2	0	0	0	1	1	2	10	25
	TOTAL	5	5	5	4	3	4	5	2	4	3	40	100
	MEAN	4.20	3.20	3.60	4.25	3.33	3.25	1.60	4.50	4.00	4.00	3.59	
17. Resolving school problems with community groups.	1	0	0	0	0	0	0	1	0	0	0	1	2
	2	0	1	0	0	0	1	0	0	0	0	2	4
	3	1	2	1	0	0	1	1	0	0	0	6	15
	4	2	0	4	1	2	1	2	1	3	2	18	44
	5	2	2	0	3	1	1	1	1	2	1	14	34
	TOTAL	5	5	5	4	3	4	5	2	5	3	41	100
	MEAN	4.20	3.60	3.80	4.75	4.33	3.50	3.40	4.50	4.40	4.33	4.08	
18. Formulating the general educational objectives to be attached by the student population of the school.	1	1	0	0	0	0	0	0	0	0	0	1	2
	2	1	2	2	2	0	0	0	0	0	0	7	15
	3	1	1	1	1	0	3	1	1	2	1	12	26
	4	1	1	3	1	3	1	4	1	1	1	17	37
	5	1	2	0	2	0	0	0	1	2	1	9	20
	TOTAL	5	6	6	6	3	4	5	3	5	3	46	100
	MEAN	3.00	3.05	3.17	3.50	4.00	3.25	3.80	4.00	4.00	4.00	3.62	
19. Establishing the range of educational objectives for students in your unit.	1	1	1	3	1	0	2	2	1	0	1	12	26
	2	2	4	1	2	2	1	1	0	1	0	14	30
	3	1	0	0	0	0	2	0	1	1	1	6	13
	4	1	1	2	3	0	1	2	0	3	1	14	30
	5	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	5	6	6	6	2	6	5	3	5	3	47	100
	MEAN	2.40	2.17	2.17	2.83	2.00	2.33	2.40	3.00	3.40	2.67	2.54	
20. Establishing the range of educational objectives for students in units other than your own.	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	2	0	0	0	1	0	0	0	0	3	6
	3	0	1	0	1	0	2	0	0	0	0	4	8
	4	3	1	3	2	0	0	1	0	0	1	11	23
	5	2	2	3	3	2	3	4	3	5	2	29	62
	TOTAL	5	6	6	6	2	6	5	3	5	3	47	100
	MEAN	4.40	3.50	4.50	4.33	5.00	3.83	4.80	5.00	5.00	4.67	4.50	

KEY: 1 = Make Decision 2 = Recommend Alternatives 3 = Develop Possible Alternatives 4 = Provide Information 5 = No Involvement

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	Σ	%
21. Developing procedures, including instruments, for assessing the lvl. of student achvmnt., mot., and/or learn. style for stud. in your unit.	ACTUAL EXTENT												
	1	2	1	2	3	0	1	1	0	0	0	10	23
	2	2	2	0	2	0	3	1	1	2	1	14	32
	3	0	2	0	0	1	0	0	1	0	1	5	11
	4	0	1	2	0	1	2	2	1	2	1	12	27
	5	0	0	0	1	0	0	1	0	1	0	3	7
	TOTAL	4	6	4	6	2	6	5	3	5	3	44	100
	MEAN	1.50	2.50	2.50	2.00	3.50	2.50	3.20	3.00	3.40	3.00	2.68	
22. Develop.pro. including instru. for assessing the lvl. of stud.achiv., mot., and/or learn. style for stud. in your school.	1	0	0	0	0	0	1	0	0	0	0	1	2
	2	1	1	0	0	0	2	0	0	0	0	4	9
	3	2	1	1	2	1	1	0	0	1	0	9	20
	4	1	2	0	1	0	1	0	1	3	1	10	22
	5	1	2	5	3	1	1	4	2	1	2	22	48
	TOTAL	5	6	6	6	2	6	4	3	5	3	46	100
	MEAN	3.40	3.80	4.67	4.17	4.00	2.83	5.00	4.67	4.00	4.67	3.69	
23. Determining specific educational objectives for individual students within your unit.	1	1	1	2	2	0	1	3	1	0	0	11	24
	2	3	3	3	3	2	3	1	0	3	1	22	48
	3	1	1	0	0	0	2	0	1	1	0	6	13
	4	0	0	0	1	0	0	1	0	1	2	5	11
	5	0	0	1	0	0	0	0	1	0	0	2	4
	TOTAL	5	5	6	6	2	6	5	3	5	3	46	100
	MEAN	2.00	2.00	2.16	2.00	2.00	2.17	1.80	3.00	2.60	3.33	2.30	
24. Determining the grouping procedures to be used for instruction in your unit.	1	3	2	3	3	1	2	3	1	4	2	24	51
	2	1	1	1	1	2	3	2	0	0	0	11	23
	3	1	0	1	0	0	0	0	1	1	0	4	9
	4	0	2	0	2	0	1	0	0	0	1	6	13
	5	0	0	1	0	0	0	0	1	0	0	2	4
	TOTAL	5	5	6	6	3	6	5	3	5	3	47	100
	MEAN	1.60	2.40	2.17	2.17	1.67	2.00	1.40	3.00	1.40	2.00	1.98	
25. Determining the instructional method to be used with students in your unit.	1	2	1	2	4	1	2	1	0	1	1	15	32
	2	2	3	2	1	1	2	2	1	1	1	16	34
	3	1	0	0	0	0	0	0	0	1	0	2	4
	4	0	1	1	1	1	2	2	1	2	1	12	26
	5	0	0	1	0	0	0	0	1	0	0	2	4
	TOTAL	5	5	6	6	3	6	5	3	5	3	47	100
	MEAN	1.80	2.20	2.50	1.67	2.33	2.33	2.06	3.67	2.80	2.33	2.42	

KEY: 1 = Make Decision; 2 = Recommend Alternatives; 3 = Develop Possible Alternatives; 4 = Provide Information; 5 = No Involvement

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	Σ	%
26. Determining the procedures to be used in assessing the educational objectives for students in your unit.	ACTUAL EXTENT												
	1	2	2	2	3	0	2	1	0	2	0	14	29
	2	1	2	2	2	1	1	2	1	1	2	15	31
	3	2	1	0	0	1	2	0	1	1	0	8	17
	4	0	1	1	1	1	1	1	0	1	1	8	17
	5	0	0	1	0	0	0	1	1	0	0	3	6
	TOTAL	5	6	6	6	3	6	5	3	5	3	48	100
	MEAN	2.00	2.17	2.50	1.83	3.00	2.33	2.80	3.33	2.20	2.67	2.48	
27. Determining the proc.to be used in assessing the attainment of educational objectives for students in your school.	1	1	0	0	0	0	2	0	0	0	0	3	7
	2	0	1	0	0	0	1	0	0	0	0	2	4
	3	2	1	0	2	1	2	0	0	1	1	10	22
	4	0	1	5	4	2	1	2	1	2	0	18	39
	5	1	2	1	0	0	0	3	2	2	2	13	28
	TOTAL	4	5	6	6	3	6	5	3	5	3	46	100
	MEAN	3.00	3.80	4.17	3.67	3.67	2.33	4.60	4.67	4.20	4.33	3.23	
28. Determining the learning (recycling) seq. for the instructional objectives for each student in your unit.	1	0	1	1	2	0	0	0	0	0	0	4	9
	2	2	2	3	2	1	2	3	0	0	2	17	37
	3	3	2	0	2	1	0	0	1	1	1	11	24
	4	0	1	2	0	1	2	0	1	3	0	10	22
	5	0	0	0	0	0	0	2	1	1	0	4	9
	TOTAL	5	6	6	6	3	4	5	3	5	3	46	100
	MEAN	2.60	2.50	2.50	2.80	3.00	3.00	3.20	4.00	4.00	2.33	2.99	
29. Determining the type and format for reporting student progress to parents in your unit.	1	0	1	3	1	0	2	1	0	1	0	9	19
	2	0	1	1	1	0	1	1	1	2	1	9	19
	3	0	1	0	2	1	1	1	1	0	0	7	15
	4	4	1	2	1	1	2	1	1	2	1	16	33
	5	1	2	0	1	1	0	1	0	0	1	7	15
	TOTAL	5	6	6	6	3	6	5	3	5	3	48	100
	MEAN	4.20	3.33	2.17	3.00	4.00	2.50	3.00	3.00	2.60	3.67	3.15	
30. Determining the type and format for reporting student progress to parents in your school.	1	0	0	1	0	0	2	0	0	0	0	3	7
	2	0	2	1	1	0	2	1	0	2	1	10	22
	3	2	0	1	3	0	1	0	0	0	0	7	15
	4	1	0	0	1	1	1	2	1	3	0	10	22
	5	1	4	3	1	1	0	2	2	0	2	16	35
	TOTAL	4	6	6	6	2	6	5	3	[illegible]	3	46	100
	MEAN	3.75	4.00	3.50	3.33	4.50	2.17	4.00	4.67	3.20	4.00	3.72	

KEY: 1 = Make Decision; 2 = Recommend Alternatives; 3 = Develop Possible Alternatives; 4 = Provide Information; 5 = No Involvement

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
31. Determining the tasks and responsibilities of aides and other paraprofessionals in your unit.	Actual Extent 1	1	1	3	2	2	2	1	1	0	1	14	30
	2	1	2	1	1	0	2	2	0	1	1	11	23
	3	1	0	1	2	0	1	1	1	1	0	8	17
	4	1	2	1	1	0	1	1	1	3	1	12	26
	5	1	1	0	0	0	0	0	0	0	0	2	4
	Total	5	6	6	6	2	6	5	3	5	3	47	100
	Mean	3.00	3.00	2.00	2.33	1.00	2.17	2.40	2.67	3.40	2.33	2.43	
32. Determining the tasks and responsibilities of aides and other paraprofessionals in your school.	1	0	0	0	0	1	1	0	0	0	0	2	4
	2	0	2	0	0	0	2	0	0	0	0	4	8
	3	1	0	2	2	0	2	0	0	1	0	8	16
	4	1	0	0	2	1	1	0	1	2	1	9	19
	5	3	4	4	2	0	0	5	2	2	2	24	51
	Total	5	6	6	6	2	6	5	3	5	3	47	100
	Mean	4.40	4.00	4.33	4.00	2.50	2.50	5.00	4.67	4.20	4.67	4.03	
33. Determining the nature of inservice for your unit.	1	0	0	0	1	0	1	0	0	0	0	2	4
	2	0	2	2	0	0	4	0	1	0	1	10	22
	3	1	0	1	2	0	1	0	1	0	0	6	13
	4	2	0	3	2	0	0	1	0	0	1	9	2
	5	2	4	0	1	1	0	4	1	4	1	18	4
	Total	5	6	6	6	1	6	5	3	4	3	45	100
	Mean	4.20	4.00	3.17	3.33	5.00	2.00	4.80	3.33	5.00	3.67	3.77	
34. Determining the nature of inservice for your school.	1	0	0	0	0	0	1	0	0	0	0	1	2
	2	1	2	1	0	0	3	0	0	0	0	7	16
	3	0	0	2	3	0	1	0	2	0	0	8	18
	4	1	0	2	1	0	1	1	0	1	1	8	18
	5	3	3	1	2	1	0	4	1	4	2	21	47
	Total	5	5	6	6	1	6	5	3	5	3	45	100
	Mean	4.20	3.80	3.50	3.83	5.00	2.33	4.80	3.67	4.80	4.67	4.06	

KEY: 1 = Make Decision 2 = Recommend Alternatives 3 = Develop Possible Alternatives 4 = Provide Information 5 = No Involvement

FREQUENCY DISTRIBUTIONS FOR DESIRED EXTENT OF INVOLVEMENT IN EACH DECISIONAL ISSUE

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
1. Hiring new teaching personnel for your unit.	DESIRED EXTENT												
	1	0	2	0	0	1	0	1	1	0	2	7	16
	2	2	2	3	1	1	3	3	2	2	0	19	42
	3	1	1	0	2	0	0	0	0	0	0	4	8
	4	1	0	3	0	1	1	0	0	3	1	10	22
	5	2	1	0	2	0	0	0	0	0	0	5	11
	TOTAL	6	6	6	5	3	4	4	3	5	3	45	100
	MEAN	3.05	2.33	3.00	3.06	2.33	2.05	1.75	1.67	3.02	2.00	2.59	
2. Hiring new teaching personnel for your school.	1	0	0	0	0	0	0	0	0	0	1	1	2
	2	1	3	0	2	2	1	0	1	1	1	12	26
	3	2	1	2	1	0	2	1	1	1	0	11	24
	4	1	1	1	0	1	1	3	0	3	0	11	24
	5	2	1	3	3	0	0	1	0	0	1	11	24
	TOTAL	6	6	6	6	3	4	5	2	5	3	46	100
	MEAN	3.67	3.00	4.16	3.67	2.67	3.00	4.00	2.05	3.04	2.66	3.27	
3. Selecting specific instructional tests for use in your unit.	1	1	3	4	1	0	1	3	2	0	1	16	36
	2	2	1	1	0	2	2	1	0	2	2	13	29
	3	2	1	1	3	1	1	0	0	2	0	11	24
	4	0	1	0	1	0	0	1	0	1	0	4	9
	5	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	5	6	6	5	3	4	5	3	5	3	45	100
	MEAN	2.20	2.00	1.50	2.80	2.33	2.00	1.80	3.33	2.80	1.67	2.24	
4. Selecting specific instructional tests for school-wide use.	1	0	0	0	1	0	0	1	1	0	0	3	7
	2	1	3	2	0	2	2	3	1	1	0	15	33
	3	2	1	0	0	1	2	0	0	1	1	8	18
	4	2	0	4	3	0	0	1	0	3	1	14	31
	5	0	1	0	1	0	2	0	1	0	0	5	11
	TOTAL	5	5	6	5	3	6	5	3	5	2	45	100
	MEAN	3.02	2.08	3.33	3.06	2.33	3.33	2.02	2.67	3.04	3.05	3.04	
5. Resolving learning problems of individual students in your unit.	1	0	3	1	1	1	3	4	1	1	0	15	33
	2	3	2	3	5	2	3	1	2	1	2	24	53
	3	1	1	1	0	0	0	0	0	1	1	5	11
	4	0	0	0	0	0	0	0	0	1	0	1	2
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	4	6	5	6	3	6	5	3	4	3	45	100
	MEAN	2.25	1.67	2.00	1.83	1.67	1.05	1.02	1.67	2.05	2.33	1.86	

KEY: 1 = Make Decision; 2 = Recommend Alternatives; 3 = Develop Possible Alternatives; 4 = Provide Information; 5 = No Involvement

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	Σ	%
	DESIRED EXTENT												
6. Determining appropriate instructional methods and techniques for students in your unit.	1	3	2	3	1	0	4	4	1	1	1	20	43
	2	0	2	3	2	2	2	1	1	2	2	17	37
	3	2	0	0	2	1	0	0	1	1	0	7	15
	4	0	1	0	0	0	0	0	0	1	0	2	4
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	5	5	6	5	3	6	5	3	5	3	46	100
	MEAN	1.80	2.00	1.50	2.20	2.33	1.33	1.20	2.00	2.40	1.67	1.84	
7. Establishing general schoolwide instructional policies.	1	0	2	1	1	0	3	1	1	0	0	9	19
	2	2	1	2	1	2	3	4	1	1	2	19	40
	3	2	2	1	2	0	0	0	0	2	1	10	21
	4	1	0	2	1	1	0	0	1	2	0	8	17
	5	0	0	0	1	0	0	0	0	0	0	1	2
	TOTAL	5	5	6	6	3	6	5	3	5	3	47	100
	MEAN	2.08	2.00	2.67	3.00	2.67	1.05	1.08	2.33	3.02	2.33	2.43	
8. Establishing student disciplinary policies for your unit.	1	1	2	2	2	0	4	2	1	1	2	17	38
	2	2	1	2	3	2	2	3	1	3	1	20	44
	3	2	1	1	0	1	0	0	1	0	0	6	13
	4	0	0	1	0	0	0	0	0	1	0	2	4
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	5	4	6	5	3	6	5	3	5	3	45	100
	MEAN	2.02	1.75	2.17	1.60	2.33	1.33	1.06	2.00	2.02	1.33	1.75	
9. Establishing student disciplinary policies for your school	1	0	2	0	2	0	3	0	0	0	0	7	15
	2	3	2	3	1	2	3	3	2	2	1	22	47
	3	2	0	0	2	1	0	2	0	1	2	10	21
	4	1	0	2	0	0	0	0	1	2	0	6	13
	5	0	0	1	1	0	0	0	0	0	0	2	4
	TOTAL	5	5	6	6	3	6	5	3	5	3	47	100
	MEAN	2.40	2.00	3.17	2.50	2.33	1.50	2.40	2.67	3.00	2.67	2.46	
10. Planning the budget for your unit.	1	1	1	2	0	2	1	4	1	2	1	15	33
	2	1	2	3	2	1	5	1	1	1	1	18	39
	3	2	2	0	1	0	0	0	0	0	1	6	13
	4	1	0	1	1	0	0	0	0	2	0	5	11
	5	0	1	0	1	0	0	0	0	0	0	2	4
	TOTAL	5	6	6	5	3	6	5	2	5	3	46	100
	MEAN	2.60	2.67	2.00	3.20	1.33	1.83	1.20	1.50	2.40	2.00	2.07	

KEY: 1 = Make Decision 2 = Recommend Alternatives 3 = Develop Possible Alternatives 4 = Provide Information 5 = No Involvement

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	Σ	%
11. Planning the school-wide budget.	Desired Extent												
	1	0	1	0	0	1	0	0	0	0	0	2	4
	2	1	1	1	1	2	0	3	2	1	1	12	27
	3	2	1	2	2	0	5	0	0	1	1	14	31
	4	0	1	1	1	0	1	1	0	2	1	8	18
	5	2	1	2	1	0	0	1	0	1	0	8	18
	Total	5	5	6	5	3	6	5	2	5	3	45	100
	Mean	3.60	3.00	3.67	3.40	1.67	3.17	3.00	2.00	3.60	3.00	3.01	
12. Determining specific teaching assignments within your unit.	1	1	0	0	1	2	0	2	1	2	1	10	24
	2	3	2	2	5	1	2	2	1	2	2	22	54
	3	0	1	1	0	0	1	1	0	0	0	4	10
	4	0	0	1	0	0	0	0	0	1	0	2	5
	5	1	0	0	0	0	1	0	1	0	0	3	7
	Total	4	4	4	6	3	4	5	3	5	3	41	100
	Mean	2.75	2.00	2.75	1.83	1.33	3.00	1.80	2.67	2.00	1.67	2.18	
13. Determining specific teaching assignments within your school.	1	0	1	0	0	0	0	0	0	0	0	1	2
	2	0	1	0	1	1	1	0	1	2	0	7	16
	3	1	2	0	2	2	1	1	1	1	1	12	27
	4	2	2	3	1	0	1	3	0	2	2	16	36
	5	2	0	3	1	0	1	1	1	0	0	9	20
	Total	5	6	6	5	3	4	5	3	5	3	45	100
	Mean	4.20	2.80	4.05	3.04	2.67	3.05	4.00	3.33	3.00	3.67	3.51	
14. Allocating physical space and facilities within your unit.	1	0	1	0	2	1	1	3	2	1	0	11	27
	2	2	1	4	2	1	4	1	1	3	3	22	48
	3	1	2	1	2	1	0	0	0	0	0	7	15
	4	1	2	1	0	0	0	1	0	1	0	6	13
	5	0	0	0	0	0	0	0	0	0	0	0	0
	Total	4	6	6	6	3	4	5	3	5	3	48	100
	Mean	2.75	2.08	2.05	2.00	2.00	2.06	1.08	1.33	2.02	2.00	2.02	
15. Allocating physical space and facilities within your school.	1	0	1	0	0	1	0	0	1	0	0	3	6
	2	0	1	1	2	1	5	1	1	1	1	14	30
	3	1	1	2	2	1	1	3	1	1	1	14	30
	4	1	3	2	1	0	0	1	0	3	1	12	26
	5	2	0	1	1	0	0	0	0	0	0	4	9
	Total	4	5	6	6	3	6	5	3	5	3	47	100
	Mean	4.25	3.00	3.50	3.17	2.00	2.17	3.00	2.00	3.40	3.00	2.94	

KEY: 1 = Make Decision; 2 = Recommend Alternatives; 3 = Develop Possible Alternatives; 4 = Provide Information; 5 = No Involvement

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	Σ	%
16. Resolving unit problems with community groups.	DESIRED EXTENT												
	1	0	1	0	0	0	2	2	0	0	0	5	12
	2	0	2	2	0	3	2	2	1	0	1	13	32
	3	1	1	1	1	0	1	1	0	1	1	8	20
	4	2	1	2	2	0	1	0	0	3	1	12	29
	5	2	1	0	1	0	0	0	1	0	0	5	12
	TOTAL	5	6	5	4	3	4	5	2	4	3	41	100
	MEAN	4.20	2.83	3.00	4.00	2.00	2.75	1.80	3.50	3.75	3.00	2.78	
17. Resolving school problems with community groups.	1	0	0	0	0	0	0	1	0	0	0	1	3
	2	0	1	2	0	3	2	2	0	0	0	10	25
	3	1	2	1	1	0	1	2	1	0	1	10	25
	4	2	0	2	1	0	1	0	0	5	2	13	33
	5	2	1	0	2	0	0	0	1	0	0	6	15
	TOTAL	5	4	5	4	3	4	5	2	5	3	40	100
	MEAN	4.20	3.25	3.00	4.25	2.00	2.75	2.20	4.00	4.00	3.67	3.33	
18. Formulating the general educational objectives to be attached by the student population of the school.	1		1	1	1	0	1	0	0	0	0	5	11
	2	2	2	2	2	2	2	3	2	1	0	18	40
	3	1	2	1	1	1	1	0	0	1	2	10	22
	4	1	0	2	1	0	0	2	0	3	1	10	22
	5	0	0	0	1	0	0	0	1	0	0	2	4
	TOTAL	5	5	6	6	3	4	5	3	5	3	45	100
	MEAN	2.40	2.20	2.67	2.83	2.33	2.00	2.80	3.00	3.40	3.33	2.70	
19. Establishing the range of educational objectives for students in your unit.	1	1	4	3	1	0	2	2	0	1	2	16	35
	2	2	2	1	3	2	4	2	1	1	0	18	39
	3	1	0	1	2	0	0	0	1	0	1	6	13
	4	1	0	1	0	0	0	1	0	3	0	6	13
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	5	6	6	6	2	6	5	2	5	3	46	100
	MEAN	2.40	1.33	2.00	1.17	2.00	1.67	2.00	2.50	3.00	1.67	1.97	
20. Establishing the range of educational objectives for students in units other than your own.	1	0	1	0	0	0	0	0	0	0	0	1	2
	2	0	2	0	1	1	3	1	1	1	1	11	23
	3	0	0	1	1	1	0	0	1	1	0	5	11
	4	3	3	4	2	0	1	4	0	3	1	21	45
	5	2	0	1	2	0	2	0	1	0	1	9	19
	TOTAL	5	6	6	6	2	6	5	3	5	3	47	100
	MEAN	4.40	2.83	4.00	3.83	2.50	3.33	3.60	3.33	3.40	3.67	3.60	

KEY: 1 = Make Decision; 2 = Recommend Alternatives; 3 = Develop Possible Alternatives; 4 = Provide Information; 5 = No Involvement

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	Σ	%
21. Developing procedures, including instruments, for assessing the lvl. of student achvmnt., mot., and/or learn. style for stud. in your unit.	DESIRED EXTENT												
	1	1	3	2	3	0	1	1	0	0	1	12	27
	2	3	1	2	2	2	5	2	1	3	1	22	49
	3	1	2	0	1	0	0	0	1	0	1	6	13
	4	0	0	1	0	0	0	2	0	2	0	5	11
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	5	6	5	6	2	6	5	2	5	3	45	100
	MEAN	2.00	1.83	2.00	1.67	2.00	1.83	2.60	2.50	2.80	2.00	2.12	
22. Develop. pro including instru. for assessing the lvl. of stud. achiv., mot., and/or learn. style for stud. in your school.	1	1	1	0	0	0	1	0	0	0	0	3	7
	2	0	2	0	1	1	2	0	1	0	0	7	15
	3	2	0	2	2	1	2	1	1	1	0	12	26
	4	1	3	2	1	0	1	1	0	4	3	16	35
	5	1	0	2	2	0	0	2	1	0	0	8	17
	TOTAL	5	6	6	6	2	6	4	3	5	3	46	100
	MEAN	3.20	2.83	4.00	3.67	2.50	2.50	4.25	3.33	3.80	4.00	3.33	
23. Determining specific educational objectives for individual students within your unit.	1	1	3	2	2	1	2	3	1	0	2	17	37
	2	3	2	3	3	1	3	1	1	3	1	22	48
	3	1	0	1	0	0	1	0	0	0	0	3	7
	4	0	0	0	1	0	0	1	0	2	0	4	9
	5	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	5	5	6	6	2	6	5	3	5	3	46	100
	MEAN	2.00	1.40	1.83	2.00	1.75	1.83	1.80	2.67	2.80	1.33	1.92	
24. Determining the grouping procedures to be used for instruction in your unit.	1	3	4	3	4	0	3	3	1	4	1	26	58
	2	1	0	1	2	2	3	2	1	0	0	12	27
	3	0	0	1	0	1	0	0	0	1	0	3	7
	4	1	1	1	0	0	0	0	0	0	0	3	7
	5	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	5	5	6	6	3	6	5	3	5	1	45	100
	MEAN	1.80	1.60	2.00	1.33	2.33	1.50	.40	2.67	1.40	1.00	1.50	
25. Determining the instructional method to be used with students in your unit.	1	3	2	2	3	1	2	2	1	2	2	20	43
	2	2	2	2	2	2	3	2	1	0	1	17	36
	3	0	1	1	0	0	1	0	0	1	0	4	8
	4	0	0	1	1	0	0	1	0	2	0	5	11
	5	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	5	5	6	6	3	6	5	3	5	3	47	100
	MEAN	1.40	1.80	2.17	1.83	1.67	1.83	2.00	2.67	2.60	1.33	1.09	

KEY: 1 = Make Decision; 2 = Recommend Alternatives; 3 = Develop Possible Alternatives; 4 = Provide Information; 5 = No Involvement

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	N	%
26. Determining the procedures to be used in assessing the attainment of educational objectives for students in your unit.	DESIRED EXTENT												
	1	1	3	2	3	1	2	1	1	2	2	18	38
	2	2	2	2	1	1	2	4	2	1	1	18	38
	3	2	0	0	1	0	0	0	0	1	0	4	8
	4	0	1	2	1	0	0	2	0	1	0	7	15
	5	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	5	6	6	6	3	6	5	3	5	3	48	100
	MEAN	2.20	1.83	2.33	2.00	1.67	1.67	2.60	2.67	2.20	1.33	2.05	
27. Determining the proc. to be used in assessing the attainment of educational objectives for students in your school.	1	1	0	0	0	1	2	0	0	0	0	4	9
	2	1	3	1	2	1	1	1	1	0	0	11	24
	3	1	2	1	3	0	2	1	1	3	2	15	33
	4	2	0	1	1	1	1	3	0	2	1	12	26
	5	0	0	0	0	0	0	0	1	0	0	4	9
	TOTAL	4	5	3	6	3	6	5	3	5	3	46	100
	MEAN	2.75	2.40	4.00	2.83	2.33	2.33	3.40	3.33	3.40	3.33	3.01	
28. Determining the learning (recycling) seq. for the instructional objectives for each student in your unit.	1	0	2	1	2	1	0	0	0	0	0	6	13
	2	4	0	3	1	1	4	3	2	1	2	21	46
	3	0	3	1	3	1	0	0	0	1	0	9	20
	4	1	1	1	0	0	0	2	0	3	1	9	20
	5	0	0	0	0	0	0	0	1	0	0	1	2
	TOTAL	5	6	6	6	3	4	5	3	5	3	46	100
	MEAN	2.40	2.50	2.33	2.17	2.00	2.00	2.80	3.00	3.40	2.67	2.53	
29. Determining the type and format for reporting student progress to parents in your unit.	1	2	2	4	2	0	2	4	0	2	2	20	43
	2	2	1	0	1	2	4	1	2	0	1	14	30
	3	1	2	0	2	0	0	0	0	1	0	6	13
	4	0	1	2	0	1	0	0	0	2	0	6	13
	5	0	0	0	1	0	0	0	0	0	0	1	2
	TOTAL	5	6	6	6	3	6	5	2	5	3	47	100
	MEAN	1.80	2.33	2.00	2.50	2.67	1.67	1.20	2.00	2.60	1.33	2.01	
30. Determining the type and format for reporting student progress to parents in your school.	1	1	1	2	0	0	2	0	0	1	1	8	17
	2	0	4	0	2	1	4	4	2	1	1	19	41
	3	3	0	1	3	0	0	0	1	1	0	9	20
	4	0	1	0	0	1	0	1	0	2	1	6	13
	5	0	0	3	1	0	0	0	0	0	0	4	8
	TOTAL	4	6	6	6	2	6	5	3	5	3	46	100
	MEAN	2.50	2.17	3.33	3.00	3.00	1.67	2.40	2.33	2.80	2.33	2.55	

KEY: 1 = Make Decision; 2 = Recommend Alternatives; 3 = Develop Possible Alternatives; 4 = Provide Information; 5 = No Involvement

DECISIONAL ISSUES	RESPONSES	SCHOOL 01	02	03	04	05	06	07	08	09	10	Σ	%
	DESIRED EXTENT												
31. Determining the tasks and responsibilities of aides and other paraprofessionals in your unit.	1	1	2	3	3	1	2	2	2	2	2	21	47
	2	2	3	1	2	0	4	3	1	1	0	17	38
	3	2	0	1	1	0	0	0	0	0	0	4	8
	4	0	0	0	0	1	0	0	0	2	0	3	6
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	5	5	5	6	2	6	5	3	5	3	45	100
	MEAN	2.20	1.60	1.60	1.67	2.50	1.67	1.60	1.33	2.40	1.00	1.76	
32. Determining the tasks and responsibilities of aides and other paraprofessionals in your school.	1	0	0	0	0	1	1	0	1	0	0	3	7
	2	0	3	1	2	0	4	0	0	2	0	12	26
	3	1	1	3	1	0	1	1	1	0	0	9	20
	4	3	1	0	3	1	0	4	0	2	3	17	37
	5	1	1	2	0	0	0	0	0	1	0	5	11
	TOTAL	5	6	6	6	2	6	5	2	5	3	46	100
	MEAN	4.00	3.00	3.05	3.17	2.50	2.00	3.80	3.80	2.00	3.40	3.12	
33. Determining the nature of inservice for your unit.	1	0	0	2	1	0	1	2	0	1	0	7	16
	2	1	3	1	2	1	4	2	2	2	2	20	44
	3	1	1	1	2	0	1	0	0	0	0	6	13
	4	3	2	2	1	1	0	1	0	1	1	12	27
	5	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	5	6	6	6	2	6	5	2	4	3	45	100
	MEAN	3.40	2.83	2.50	2.50	3.00	2.00	2.00	2.00	2.25	2.67	2.52	
34. Determining the nature of inservice for your school.	1	1	0	0	0	0	1	2	0	1	0	5	11
	2	0	3	3	2	1	4	2	2	2	2	21	48
	3	1	0	2	3	0	1	0	0	0	0	7	16
	4	2	2	0	1	1	0	1	0	2	1	10	23
	5	1	0	0	0	0	0	0	0	0	0	1	2
	TOTAL	5	5	5	6	2	6	5	2	5	3	44	100
	MEAN	3.40	2.80	2.40	2.83	3.00	2.00	2.00	2.00	2.60	2.67	2.57	

KEY: 1 = Make Decision; 2 = Recommend Alternatives; 3 = Develop Possible Alternatives; 4 = Provide Information; 5 = No Involvement

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